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ABSTRACT

This document proposed a performance-based, field-centered, individualized and systematically designed elementary teacher education program. This program focused on the development of modules, or instructional units, for the program which provided effective instruction and viable curriculum development. The format for each module consisted of five components: a) a prospectus which defined the module rationale, b) general objectives, c) pre-assessment which determined the student's level of mastery of specific subject matter, d) activities designed to aid the student in mastery of the objectives, and e) a post assessment of the module objectives. Modules were constructed for the major components of the language arts program: handwriting, listening, spelling, oral, and written communication. The completed table of contents was included in the report. The field-centered aspect was described briefly, focusing on the involvement of practicing teachers in preselected elementary schools. Total involvement of educators was stressed, and subjective evaluations were suggested. (BRB)

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INITIATING A PERFORMANCE-BASED TEACHER EDUCATION PROGRAM (PBTEP)

Ruth Bezzi and D. R. Bezzi

Introduction

There is a growing dissatisfaction with the present mode for the training of teachers. Consequently, many educators are aggressively seeking major improvements and new approaches for teacher training. For too long, the mere accumulation of credits, a specific sequence of courses and a baccalaureate degree entitled a person to assume the professional role of a teacher. It has become increasingly evident that some form of accountability of the performance of the individual is needed. The public wants assurance that from the money they pour into education learning at all levels will take place. The dedicated teacher wants assurance that he will have the opportunity and proper resources to have a positive effect on children. The concerned pupil wants assurance that he will be recognized and dealt with as an individual.

With these points in mind our initiation of a Performance-Based Teacher Education Program (PBTEP) will be described. We believe that it possesses the potential for restructuring education for teachers and that major improvements will result.

> Performance-based teacher education in the United States is by no means a full-fledged movement. At least one observer has called it a multi-faceted concept in search of practitioners. There are antecedents, current developments, and growing pressures which suggest, however, that a reform movement of great potential is in the making, given enlightened leadership, resources, and the research backup to expand a dangerously thin knowledge base, particularly in the area of measurement.[1]

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[1]Elam, Stanley: A Resume of Performance-Based Teacher Education: What is the State of the Art? Phi Delta Kappa Publications, for the Committee on Performance-Based Teacher Education of the American Association of Colleges for Teacher Education. (Washington, D. C., 1972), p. 3.

> In performance-based programs, performance goals are specified and agreed to in rigorous detail in advance of instruction. The student preparing to become a teacher must either be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it. He is held accountable, not for passing grades but for attaining a given level of competency in performing the essential tasks of teaching; the training institution is itself held accountable for producing able teachers. The emphasis is on demonstrated product or output. Acceptance of this basic principle has program implications that are truly revolutionary.[2]

> No entirely satisfactory description of performance-based teacher education has been framed to date, once we go beyond the preliminary definition offered above; in fact, the term itself is a focus of disagreement. Some authorities prefer "competency-based teacher education", suggesting that this is a more comprehensive concept.[3]

This new approach to teacher education has captured the imagination of many educators. If it lives up to the expectations this educational movement will have a tremendous positive effect for strengthening the profession of teaching.

Basic Concepts

Inherent in PBTEP's are several basic concepts. First, the prospective teacher must be able to demonstrate his ability to promote desirable learning or manifest actions known to promote it. Stated in another way, it says--prior to their certification, prospective teachers should be able to demonstrate that they can perform the functions for which they will be held responsible as teachers under contract. Secondly, each student is recognized and dealt with as an individual. An assessment of student competencies are ascertained, and the program is personalized for the student from the standpoint of skills and knowledge to be gained. The student's rate of progress and success through the program is determined by demonstrated performances rather than course completion. Thirdly,

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[2]Elam, Stanley: A Resume of Performance-Based Teacher Education: What is the State of the Art? Phi Delta Kappa Publications, for the Committee on Performance-Based Teacher Education of the American Association of Colleges for Teacher Education. (Washington, D. C., 1972) , p. 3.

[3]Ibid.

training materials focus upon competencies (knowledge, skills and behaviors) set forth in instructional units called modules. The competencies are specific tasks which have been derived from explicit performances of the teacher's role. Last, but not least, the College of Education at Wichita State University was joined by public school personnel in structuring this program.

Summarily, this experimental program is performance-based, field centered, personalized and systematically designed and operated. Traditional teacher education programs are being abandoned and dismantled under pressure. Courses or "semesters completed" are giving way to accountability through demonstrated teaching competencies.

Modules the Key Ingredient

In order for the authors to focus attention on the key ingredient, the modules, which are instructional units, we reviewed pertinent literature and found that there are many ways of developing them. These various ways are governed by the number of authors and the specific intent of each program.

However, it appears that the format for most modules included five essential components: (1) PROSPECTUS which defines a clear statement of the rationale for the module. (2) GENERAL OBJECTIVES which outline the content of the module. (3) PRE-ASSESSMENT which is used to determine a student's level of mastery relevant to a specific set of objectives. This must be accomplished prior to instruction. (4) ACTIVITIES which are designed in detail to aid the learner in meeting the specific objectives. (5) POST-ASSESSMENT which is the evaluation procedures or processes used to determine the student's level of mastery relevant to the specific objectives.

Therefore the modules provide the avenues for effective instruction and viable curriculum development. Their focus is on the needs of the learner and emphasizes attainment of objectives rather than simply participation in activities.

Construction of Modules

The experience of practicing teachers under the guidance of the authors and with constant comments from elementary school administrators and other educational agencies, modules were constructed for each of the major components of the language arts program: (1) handwriting (2) listening (3) spelling (4) oral communication and (5) written communication.

The completed table of contents is listed below:

LANGUAGE ARTS

1.00 Improvement of Instruction in Handwriting

- 1.10 Readiness
- 1.20 Handedness
- 1.30 Manuscript
- 1.40 Transition
- 1.50 Cursive
- 1.60 Evaluation (formal)

2.00 Improvement of Instruction in Spelling

- 2.10 Formal Spelling
- 2.20 Individualized Spelling
- 2.30 Games and Puzzles
- 2.40 Newer Trends in Teaching Spelling
- 2.50 Spelling in Curricular Areas

3.00 Improvement of Instruction in Listening

- 3.10 Listening Readiness
- 3.20 Purposeful Listening
- 3.30 Accurate Listening
- 3.40 Appreciative Listening
- 3.50 Critical Listening

4.00 Improvement of Instruction in Oral Communication

- 4.10 Voice Quality
- 4.20 Improving Oral and Physical Mannerisms
- 4.30 Storytelling
- 4.40 Questions
- 4.50 Show and Tell
- 4.60 Giving Announcements and Directions
- 4.70 Discussion

5.00 Improvement of Instruction
in Written Communication

- 5.10 Resource Material
  - 5.11 Dictionary Skills
  - 5.12 Using the Newspaper in the Classroom
  - 5.13 Library Skills: Card Catalog
- 5.20 Creative Writing
  - 5.21 Myths and Legends
  - 5.22 Haiku
  - 5.23 Onomatopoeia
- 5.30 Practical Writing
  - 5.31 Letter Writing
  - 5.32 Written Reports: Class Assignments
    Selection of Topic Outlining

It is apparent when one reviews the stated table of contents that some sub-areas in each main area have been omitted. This is due to lack of time and human resources rather than inadvertent omission.

Competencies to be Gained

In reviewing the modules it is quite evident competencies can best be described as being in two categories. Those instructional competencies which focus around a prospective teacher's ability to enhance specific learnings in children, and instructional support competencies such as the development of instructional materials.

A Field Centered Program

The field-center aspect of the program is two-fold in nature. It is the active involvement of practicing teachers in the writing of the program, and more important the education process will be conducted in the classrooms of two pre-selected elementary schools in Wichita, Mueller Elementary School and Washington Elementary School. Both schools are unique educational attendance units. They are participants in PL 89-10, ESEA, Title I. By this commitment their curricular or program offerings are very comprehensive. This permits the prospective teacher to select and participate in many various aspects of the language arts school curricular and media enrichment programs.

Total Involvement of Educators

One must commend the following people for the latitude extended to the authors to develop and field-test this experimental program. Dr. Doyle Koontz, Director of Elementary Education, Wichita Public Schools; Dr. Leonard Chaffee, Dean of the College of Education; Dr. Robert Pate, Chairman of the Department of Elementary Education. Without their endorsement this educational dream would not have materialized.

The two administrators, Mr. Hudgins and Mr. Silvertooth, have pledged their support and commitment to the experimental program. Within the two schools a total of twenty-three teachers have been selected to participate. These teachers make up seventy percent of the available teaching staff of the two schools. They have the double endorsement of the faculty from WSU and their immediate school administrator as being master teachers and have volunteered to participate. Each administrator has agreed to accept fifteen elementary education majors. These students will be programmed with selected teachers in various grade levels. The schedule assigned these students will be mutually agreed upon in keeping with the needs of the school and the schedule of classes and work to which the students are committed elsewhere.

The College of Education at Wichita State University has unreservedly established close working ties with cooperative schools in the area for other laboratory experiences and student teaching placements. A certain amount of progress has been made in the development of field centers for math and science programs. It is very likely that this experimental program will manifest the creation of a field center for the language arts component of the elementary education sequence.

Individualized Instruction

Inasmuch as the program is field centered and individualized, the professor will leave the confine of the "sacred sanctum" the college classroom, and be on

location with the students in the public schools to guide them in the selection of tasks to be performed. The professor and master teacher will observe the students as they perform their selected teaching activities. Students will receive both verbal and written critiques on their performances.

Each student will keep a detailed yet simplified chart of the activities performed. At the close of the semester the professor will analyze the data. Since the instructional options for the students are very extensive, the data should reveal which components should be required and considered minimal standards for each student. The data should also reveal that some instructional options will be negotiable and others will be non-negotiable depending on the specific needs of the students.

Through proper advisement procedures the student will face the reality of his own personal assets and limitations and will gain an understanding of himself. It is only when this concept is realized that one can determine the competencies to be achieved and a person's individualized teaching style can be developed.

In Conclusion

Although the research design is not tightly enough controlled to evaluate the program, subjective evaluations by all role groups involved will be forthcoming. With these comments in view the teaching modules and materials will undoubtedly be revised at the end of the semester and the final product will be field-tested again the following semester.

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APPENDIX A

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INFORMATION ON THE TEACHER EDUCATION PROGRAM AT MARS HILL COLLEGE

I. Faculty (Education Department)

1962-63	John M. Hough, Jr. (Head of Education Department)	Social, Historical, and Philosophical Foundations
1963-64	John M. Hough, Jr. (Head of Education Department, Director of Student Teaching, and Director of Teacher Placement)	Social, Historical, and Philosophical Foundations, Supervise student teachers
	Sidney M. Crowder	(Same)
	G. Worth Booth	Elementary Methods, Educational Psychology, Supervise student teachers
	Mrs. Lou Therrell (Part-time)	Elementary Methods
	Mrs. Margaret Bridges (Part-time)	Educational Psychology, Library Science
1964-65	John M. Hough, Jr.	Social, Historical, and Philosophical Foundations, Supervise student teachers
	Sidney M. Crowder	(Same)
	G. Worth Booth	Educational Psychology, Supervise student teachers
	George Kincaid	Social Foundations, Supervise student teachers
	Jan Pressley (Part-time)	Elementary Methods
	Margaret Bridges (Part-time)	Library Science
1965-66	John M. Hough, Jr.	Social, Historical, and Philosophical Foundations, Supervise student teachers
	Sidney M. Crowder	(Same)
	G. Worth Booth	Educational Psychology, Supervise student teachers
	Dr. George Kincaid	Social Foundations, Supervise student teachers
	Mrs. Lou Therrell (Director of Curriculum Laboratory)	Elementary Methods, Library Science
1966-67	Dr. John M. Hough, Jr.	Social, Historical, and Philosophical Foundations, Supervise student teachers
	Sidney M. Crowder	(Same)
	G. Worth Booth	Educational Psychology, Supervise student teachers
	Dr. George Kincaid	Social Foundations, Supervise student teachers
	Mrs. Lou Therrell	Elementary Methods, Library Science

1967-68	Dr. John M. Hough, Jr.	Social, Historical, and Philosophical Foundations, Supervise student teachers
	Sidney M. Crowder	(Same)
	G. Worth Booth	Educational Psychology, Supervise student teachers
	David E. Walker	Audio-Visuals, Social Foundations, Supervise student teachers
	Mrs. Lou Therrell	Elementary Methods
	Mrs. Mabel Moser (part-time Ed.) (Director of Curriculum Laboratory)	Library Science
1968-69	Dr. John M. Hough, Jr.	Social, Historical, and Philosophical Foundations, Supervise student teachers
	David E. Walker	Audio-visuals, Social Foundations, Supervise student teachers
	Mrs. Lou Therrell	Elementary Methods
	Dr. William J. Sears (Director of Student Teaching)	Educational Psychology, Supervise student teachers
	Mrs. Mabel Moser (Part-time Ed.)	Library Science
	Sidney M. Crowder (Part-time)	Supervise student teachers
1969-70	Dr. John M. Hough, Jr.	Social, Historical, and Philosophical Foundations, Supervise student teachers
	David E. Walker	Audio-visuals, Social Foundations, Supervise student teachers
	Dr. Vernon Chapman (Director of Student Teaching)	Philosophical Foundations, Supervise student teachers
	Mrs. Mabel Moser (Part-time Ed.)	Library Science
	Sidney M. Crowder (Part-time)	Supervise student teachers
	G. Worth Booth (Part-time)	Educational Psychology
	Dr. William J. Sears (Part-time)	Supervise student teachers
	Lucy Meadows (Part-time)	K-3 Methods
	Ronald Metzger (Part-time)	Tutoring Seminar
	Mrs. Sherry Metzger (Part-time)	Tutoring Seminar
	Dale Wright (Part-time)	4-9 Methods
1970-71	Dr. John M. Hough, Jr.	Social, Historical, and Philosophical Foundations, Supervise student teachers
	David E. Walker (Director of Audio-Visuals)	Audio-visuals, Social Foundations, Supervise student teachers
	Dr. Vernon Chapman	Philosophical Foundations, Supervise student teachers
	Mrs. Mabel Moser (Part-time Ed.)	Library Science
	Dr. William J. Sears (Part-time)	Supervise student teachers
	Ronald Metzger (Part-time)	Tutoring Seminar
	Mrs. Sherry Metzger (Part-time)	Tutoring Seminar
	Dale Wright (Part-time)	4-9 Methods
	Mrs. Louise Robinson (Part-time)	K-3 Methods

1971-72	Dr. Vernon Chapman (Chairman of Education Dept. and Director of Teacher Placement)	Social and Philosophical Foundations, Supervise student teachers
	David E. Walker	Audio-visuals and Supervise student teachers
	Dr. William J. Sears (Director of Student Teaching)	Educational Psychology, Supervise student teachers
	Mrs. Lou B. Therrell (Director of Education Internship)	Elementary Methods and Reading
	Miss Terry Metcalf (Director of Off-Campus Tutoring)	Tutoring Seminar
	Mrs. Mabel Moser (Part-time Ed.)	Library Science
	Dr. John M. Hough, Jr. (Part-time)	Historical Foundations, Supervise student teachers
	Dale Wright (Part-time)	Elementary Methods, Social Study Methods
	Dr. Donald E. Gehring (Part-time)	Inquiry Course
	Dr. Blanche Norman (Part-time)	Elementary Methods

SUMMARY

Faculty

Year	Full-Time	Part-Time	Doctorates
1962-63	1	0	0
1963-64	3	2	0
1964-65	4	2	0
1965-66	5	0	1
1966-67	5	0	2
1967-68	5	-	1
1968-69	4	2	2
1969-70	3	8	3
1970-71	3	6	3
1971-72	5	5	5

STUDENTS IN TEACHER EDUCATION AT MARS HILL COLLEGE

Year	Total Graduating	Teacher Ed.	%	Elem.	Art	Lib. Sci.	Biology	Business	Eng.	Hist.	Home Ec.	Modern Foreign Lang.	Math	Music	P.E.	Rel.
1962-63	(None)															
1963-64	146	73	50%	17	0	0	1	6	9	9	6	2 (1 Latin)	6	4	13	0
1964-65	251	158	63%	56	1	0	8	7	14	9	17	3	10	13	14	6
1965-66	236	114	48%	41	1	1	7	7	14	6	8	1	7	4	13	4
1966-67	258	120	47%	32	2	2	12 (2 Chem.)	5	10	10	5	4	15	9	14	0
1967-68	257	126	49%	35	1	1	7	4	12	8	12	1	7	19	19	0
1968-69	315	163	52%	46	0	4	13	4	19	14	17	5	9	17	15	0
1969-70	291	125	43%	30	1	3	16	4	9	8	12	6 (1 Latin)	3	18	15	0
1970-71	286	142	50%	45	3	5	6	5	13	5	9	3	4	14	29	1
1971-72	(All Estimates)	142		50	0	1	4	3	6	12	13	3	9	18	21	1

APPENDIX B

APPENDIX C

TO THE FACULTY

of

MARS HILL COLLEGE

from

The Curriculum Committee

Recommendations

concerning

The Core Curriculum

and

The 4-1-4-1-2 Calendar

(Approved July 15, 1970)

Comparison of Present and Projected

Core Curriculum

Requirements on Three Types of Students

	Defc. Student				Avg. Student				Adv. Student			
	Present Core		Proj. Core		Present Core		Proj. Core		Present Core		Proj. Core	
	hrs.	co.	hrs.	co.	hrs.	co.	hrs.	co.	hrs.	co.	hrs.	co.
English	9	3	8	2	6	2	8	2	3	1	4	1
F. Lang.	18	6	12	3	12	4	8	2**	6	2	4	1
Phy/Lif Sc.	8	2	4	1	8	2	4	1	8	2	4	1
Math	3	1	4	1	3	1	4	1	3	1	4	1
Rel./Phil.	6	2	4	1	6	2	4	1	6	2	4	1
History	6	2	4	1*	6	2	4	1*	6	2	4	1*
Human.	6	2	4	1	6	2	4	1	6	2	4	1
Phy. Ed.	4	(3)	4	(1)	4	(3)	4	(1)	4	(3)	---	---
Soc. Sci.	6	2	4	1	6	2	4	1	6	2	4	1
Inquiry	---	---	4	1	---	---	4	1	---	---	4	1
	66	23	52	13	57	20	48	12	48	17	36	9

*History becomes an optional credit toward fulfillment of general social science requirements along with economics, sociology, political science, psychology and geography.

**It is projected that many students (60%?) will exempt first language course requirement.

***Projects total exemption of P.E. requirement.

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I. Subcommittee Purpose

On October 6, 1969, the Vice-President for Academic Affairs, Dr. Richard Hoffman, appointed the Subcommittee on Curriculum Development. The subcommittee was to report directly to the College Curriculum Committee and was to conduct "a thorough analysis and projection" of the following: (1) the existing semester plan, (2) the existing Core Curriculum, and (3) the overall curriculum of the college.

The Subcommittee on Curriculum Development has completed its assignment in the first two areas listed above and presents the recommendations included in this report to the College Curriculum Committee with the request that these be presented for adoption to the faculty at the Fall 1970 Faculty Workshop.

II. Progress of the Curriculum Study

1. Faculty concern in workshop - August, 1969

2. Subcommittee formed because of load of Curriculum Committee - October, 1969

3. Study of other colleges by subcommittee - November, 1969 through January, 1970

4. Introduction of 4-1-4 to faculty and visit of Dr. Thomas Turner of Wake Forest - February, 1970

5. Faculty questionnaire and decision by faculty to project the total curriculum in terms of 4-1-4 - March, 1970

6. Enlargement of committee to include representatives of all areas of the core - March, 1970

7. Visit of Dr. Richard Meeth of Park College - April, 1970

8. Approval of the Core Curriculum by the subcommittee - May, 1970

9. Enlargement of committee to include representatives of each department and the total Curriculum Committee - June, 1970

10. Final approval of the report by the Subcommittee on Curriculum - July, 1970

11. Approval of the report by the Curriculum Committee - July 15, 1970

III. Members of the Subcommittee on Curriculum Development

Mr. Robert Abbott, Modern Foreign Languages

Miss Winona Bierbaum, Home Economics

Dr. Jim Blevins, Religion

Mr. Robert Chapman, Administration

Dr. Vernon Chapman, Education

Dr. Fred Diercks, Biology

Mr. Jack Grose, Business

Dr. Richard Hoffman, Administration

Dr. Fred Holtkamp, Chemistry

Dr. John Hough, Education (Vice-Chairman)

Miss Mary Ihrig, English

Dr. Ellison Jenkins, Religion

Miss Martha Jones, Student

Mr. Noel Kinnamon, English

Mr. Allen Kirk, Student

Mr. David Knisley, History

Mr. Robert Knott, History (Chairman)

Mr. Wayne Pressley, Music

Mr. Joe Robertson, Art

Mr. Emmett Sams, Mathematics

Mr. Edgar Shields, Physical Education

Mrs. Sandy Altizer White, Student

Mr. Tom Willingham, Student

IV. Schedule for 4-1-4-1-2 for 1971-72
(Under this plan Mars Hill College commits itself to pay salaries and fringe benefits for all faculty members for twelve months. However, a faculty member may elect to teach nine months with ten-months' pay.)

A. Dates

1. Fall Semester - August 23 through December 17 (1971)
2. January Term - January 3 through January 21 (1972)
3. Spring Semester - January 24 through May 22
4. June Term - June 5 through June 23
5. Summer Term - June 26 through August 11

B. Vacation Periods for Faculty

1.	December 18 through January 2	(2 weeks)
2.	Spring Break	(1 week)
3.	May 23 through June 4	(2 weeks)
4.	August 12 through August 20	(1 week)
5.	One short term (Jan. or June)	(3 weeks)
	TOTAL	(9 weeks)

C. Salary Schedule for 12 months

1.	Fall Semester	(4 months)
**2.	January Term	(1 month)
3.	Spring Term	(4 months)
**4.	June Term	(1 month)
***5.	Summer Term	(2 months)

*Every faculty member receives a pay increase equal to one-fourth of his nine-months' salary plus a regular salary increase.

**A faculty member does not teach during one of these terms but receives salary for the month.

***A faculty member who does not teach during the summer term will be on a ten-months' salary and may request scholarship help for the summer.

V. Recommendations

A. That for a period of two years beginning September, 1971 the twelve-months' academic year be divided into five terms: a fall semester of seventeen weeks to end before the Christmas holidays, a January term of three weeks, a spring semester of the same duration as the fall semester, a June term of three weeks, and a summer term of seven weeks (4-1-4-1-2).

B. That all full-time faculty and full-time students participate in one three-week term each year.

C. That the requirements for the Bachelor of Arts Degree and the Bachelor of Science Degree be as follows:

1. 35 courses, of which four must be short-term courses.

2. Ten of the 31 regular-term courses be upper-level courses.

3. An overall average of "C" on all courses.

4. A maximum of three activity courses to be used for graduation. This is the equivalent of twelve semester hours.

D. That four and one-half courses be the maximum credit load during either the fall or the spring semester.

E. That two and one-fourth courses be a maximum load for the seven week summer term.

F. That one course be a maximum for either short term (January or June).

G. That a major shall consist of eight to eleven courses of which one must be a short-term course. (Core requirements are not included in this total.)

H. That the core requirements include:

1. One Inquiry Course in any department to be taken in the freshman year.

2. Communication Skills:

At least one course but students judged deficient in necessary skills by the English Department will be required to take a compensatory communication skills course in addition to the basic course. Students with advanced skills will take an advanced course.

3. Physical Education:

One course, consisting of foundations (one-half course) and two sports activities (one-fourth course, each), all or part of which may be exempted by proficiency.

4. Foreign Languages:

   The foreign-language sequence shall consist of two basic courses and a third course oriented to cultural studies. Any student may exempt, by proficiency, either or both of the first two courses, but all students will take the cultural-studies course in the language of their proficiency.

5. Humanities and Social Sciences:

   a. Human Society - a two-course sequence
   An interdisciplinary examination of human society as it relates to man's search for identity. One semester will focus on man and his culture and the other on man and his values. Faculty members participating in the program will come from the fine arts, social science, and humanities.

   A faculty coordinator will work closely with the Academic Dean, and participating faculty will be responsible for the design and implementation of the program.

   b. One philosophy/religion course to be selected from two basic courses designed by the department.

   c. *One course to be chosen from the following:
   History, political science, economics, sociology, psychology, and geography.

   *The committee encourages the departments to list various options which would satisfy this requirement.

6. Physical/Life Science and Mathematics:

   a. Mathematics:
   One course shall be required of all students. (Students judged advanced by the department may choose an advanced course from several offered by the department.)

   b. Physical/Life Science:
   One course to be chosen from the following:
   Botany, Zoology, Chemistry, Physics or Life Science

I. That each student be allowed a minimum of eleven electives.

VI. Summary of Degree Requirements

	Credits
A. Major	8-11
B. Core	
Inquiry	1
Communication Skills	1-2
Physical Education	0-1
Foreign Languages	1-3
Humanities and Social Science:	
Human Society	2
Philosophy/Religion	1
Required Selection (History, Political Science, Psychology, Economics, Sociology, Geography)	1
Physical/Life Science and Math:	
Mathematics	1
Required Selection (Botany, Zoology, Chemistry, Physics or Life Science)	1
Core Total	9-13
C. Electives	18-11
Graduation Total	35

VII. Objectives of the Core Curriculum

The Core Curriculum at Mars Hill College is the heart of the college's liberal arts education. It should be viewed as more than a collection of courses chosen according to any rationale. The Core Curriculum should promote an awareness of the interrelatedness of all human knowledge by constructing a framework wherein both student and teacher are continually confronted with the broad spectrum of questions vital to a meaningful human existence.

In order to promote the unity of the Core Curriculum, a list of objectives was selected and it is hoped the final structure of the Core reflects a genuine effort to meet those objectives. It is the understanding of the subcommittee that the vital questions confronting man in the twentieth century will be raised and the potential for a genuine liberal arts education will exist as the Core Curriculum seeks to attain the following objectives:

1. The development of usable and adequate communication and critical skills in the areas of writing, reading, speaking, and mathematics.

2. The enabling of the student to discover a "usable past" and the orientation of the student to a meaningful involvement in human societies and world culture--Eastern and Western.

3. The awakening of the student to contemporary social and environmental issues: their historical evolvement, present constitution, and future potentialities.

4. The introduction to and involvement of the student in the basic methods by which man gains knowledge, the familiarization of the student with the appropriate areas of knowledge in which each method is legitimate, and the bringing of the student to the awareness of the strengths and limitations of each method of acquiring knowledge.

5. The promotion of a self-awareness on the part of the student so that he/she might be better able to realistically approach and solve both his/her practical and personal problems.

6. The development of the whole student, physically, socially, spiritually, and intellectually.

The Core Curriculum here presented should be evaluated in light of these objectives and the needs of Mars Hill College students.

VIII. General Considerations

A. Student Graduation Requirements

Presently a student completes 128 credit hours on an average basis of three credit hours per course. Therefore, he requires approximately 42 courses to graduate.

Under the 4-1-4-1-2 calendar, that same student would complete 140 credit hours on an equivalent average of four credit hours per course. Therefore, he requires 35 courses to graduate, a reduction of approximately 1/6 of the former number of courses.

B. Faculty Load

During the fall and spring semesters the four-course load becomes a three-course load. Including the January term, each faculty member will teach seven courses as compared to eight under the present semester plan. For twelve months, excluding one short term, the total number of courses taught would be nine as compared to twelve under the present calendar.

C. The January Term

The January-term courses are to be experimental in design, of personal interest to the teacher or of common interest to a group of students and teachers, and planned with the assumption that the teacher has exclusive demands on a student's academic time for three weeks. This experimentation encourages the design and testing of new teaching techniques and promotes teacher flexibility in classroom procedure. The exclusive demands on a student's time promote individual attention to various skill and background levels. A faculty member will teach only one course during this term.

D. The June Term

The June term is the same length as the January term, and some courses taught during the June term should follow the guidelines for the January term. However, for those students who are attempting to graduate in three years, regular academic courses which fit this term should be offered. Some few courses, such as Chemistry 113-114, may have to be started during the June term and continue through the regular seven-week summer term. A faculty member will teach only one course.

E. The Summer Term

The two-course summer term will be seven weeks in length and will allow a faculty member to teach two courses. These will generally be regular academic courses. However, there will be some special courses offered, preferably of three-weeks' length, for public school teachers.

F. The Inquiry Course

1. The Inquiry Course may be taught during any term, and each department is urged to offer it at least once during the twelve-month academic year.

2. The topic for the course will be selected and limits on the study set by the class in conjunction with the professor.

3. The Vice-President for Academic Affairs will exercise control over the seminars. Periodic meetings of seminar leaders with the Vice-President for Academic Affairs will be held to support leaders where necessary.

4. Upper limit on enrollment will be fifteen in any one seminar.

5. The seminar will culminate in an appropriate summary of the research and analysis undertaken. (A specific textbook or final examination in the traditional manner will not be considered appropriate.) This course should undergird the emphasis on communication skills begun with all incoming students.

6. Responsibility for the seminar should rotate with members of each department.

IX. Concluding Remarks:

The recommendations listed and discussed above are meant to stimulate thoughtful, creative response by each faculty member. Mars Hill College is culminating a period of change and growth. It is now a four-year liberal arts institution seeking to offer its own distinctive contribution to the mainstream of American higher education.

The subcommittee feels that its recommendations, if enacted, will at least approach the goal of providing for a future in which the college will continue its "Emphasis on Excellence." The subcommittee has analyzed the existing situation at Mars Hill College with respect to students, faculty, administration and curriculum. It has explored many possible alternatives. These recommendations contain those possibilities which the subcommittee has concluded are most desirable for the future growth of Mars Hill.

We ask only that these recommendations be considered thoroughly and openly. For any of us to approach them defensively would defeat the purpose of the attempt to establish a more potentially creative environment. We have tried not to exclude anyone by adopting a narrow philosophical view of education. The Core Curriculum does, by necessity, have educational philosophy involved. The 4-1-4-1-2 Calendar is, however, only a device by which certain desired goals may be reached. It should be viewed as such.

In a consideration of these recommendations, the attitude of the faculty is the key to the future of Mars Hill College, for, regardless of the structure adopted, it is what the faculty does with that structure that determines its viability. In a very real way "the curriculum is the faculty."

The Curriculum Committee

Jack N. Grose, Chairman
Fred H. Diercks
John M. Hough, Jr.
A. Ellison Jenkins
Joe C. Robertson

APPENDIX D

MARS HILL COLLEGE

MARS HILL, NORTH CAROLINA 28754

TO: North Carolina Superintendents

FROM: John M. Hough, Jr.
Head, Department of Education

RE: Interns for School Systems

DATE: February 19, 1971

We are anxious to work closer with North Carolina school systems. We are convinced that public school systems should have a larger part in the pre-service education of teachers. This is evidenced by the fact that we have used public school teachers to teach our elementary methods courses for the past two years. Also, we have been closely involved with the Career Opportunities Program which is operating very successfully in the Asheville City, Buncombe County, and Madison County School Systems.

The public school systems with which we have worked have been extremely cooperative with our student teaching program, but we have become more concerned each semester about the limited experience which is offered in the 10-12 weeks period. Several years ago Dr. Ted Shoaf (UNC-A) and Mars Hill College made a proposal in connection with this. As a result, Mars Hill College has had a selected group of students involved in a paid four to five months internship. We think this has been a better experience for these students and we are anxious to expand it.

We would like to submit the following proposal for your consideration:

1. Four groups of about 15 juniors, each majoring in elementary education from Mars Hill College, would report to four different school systems at the beginning of the 1971-72 school year and would remain for the entire nine to ten months period.

2. Four courses would be taught in the school system by combined use of public school and college personnel. Public school personnel would be paid by the college for their contribution to this. Each would last for

approximately nine weeks, meeting two afternoons or nights per week for approximately three hours. Credit would be four semester hours credit for each course, and eight more hours would be given for the internship experience, giving the student a total of twenty-four semester hours for the nine months. The student would complete three more courses in the summer of 1971 and 1972 in order to receive credit for a full academic year's work. The four courses offered in the school system will be as follows:

Education 301 - Language Arts in the Elementary School
Education 302 - Social Studies in the Elementary School
Education 303 - Science and Math in the Elementary School
Education 402 - Psychological Foundations of Education

3. The cooperating school systems would pay $1,650 per intern in order to compensate the student for the summer school he will have to attend in order to become involved in this experience. We would like for this to be paid as a scholarship for the student in order to avoid Social Security, etc. We believe the interns will be valuable to a school system. The school system will schedule the course and will make all assignments of the interns. The intern will be responsible to the school system and not to the college.

More important, the public school system will actually teach and train the prospective teacher. If a school system desires, we can probably send the student back for a second year. This should be a well prepared prospective teacher for your classrooms at the end of four years.

We are not satisfied with student teaching as it exists in any college or university in North Carolina. We think an internship of some type should be a much better experience. We realize that money could be a problem for many school systems, and we are exploring possibilities of obtaining this. We are being encouraged by persons at the state level that money might be available for this kind of program.

Please let us know if you are interested. Several colleges and universities, as well as public school systems, have already responded favorably. We need your suggestions, your cooperation, and your encouragement.

APPENDIX E

PROPOSAL TO
Z. SMITH REYNOLDS FOUNDATION
TO ESTABLISH A
MODEL TEACHER EDUCATION PROGRAM

Mars Hill College
Mars Hill, North Carolina

March 8, 1971

PROPOSAL

Through support from the Z. Smith Reynolds Foundation, Mars Hill College over the past three years has developed a variety of internships, tutoring and service-to-Appalachia programs. On the basis of this experience Mars Hill College has made major changes in its total educational program with special implications for teacher education.

The experience and insight achieved through the development of the service-learning concept has made it possible for the college to propose the establishment of a model four-year teacher education program for prospective elementary teachers centered on a full year internship in the public schools. This program will integrate classroom theory with experience in the public schools from the freshman through the senior year.

Program Design

1. a. As freshmen, the prospective teachers will become involved in a year-long tutorial experience in the child's home. In conjunction with this experience the student will enroll in a seminar which deals with cultural backgrounds of the tutee.

   b. As sophomores, prospective elementary teachers will spend their January term of three weeks in a course concerned with the development of the school child in grades K-9. This will be an experience in the public schools combined with theory in the college classroom.

c. In the junior year, the student will participate in a full year internship in the public schools rather than the ten weeks of student teaching in the senior year. Public school teachers will be employed by the college to help in teaching various methods courses during the academic year. The college proposes in this grant money for the travel of the interns. The school system will pay the tuition costs for each intern.

d. In the senior year, the prospective teachers will develop special reading skills and apply their expertise to students both on campus and with Appalachian elementary and secondary students with reading problems.

Program Implementation

As a part of the total involvement of the college in teacher education, an assistant dean in charge of all service-learning programs and teacher education has been employed. He is Chairman of the Service-Learning Committee which represents all academic departments on campus.

A director of elementary education will work with the total four-year program for prospective elementary teachers. This person will direct the education internship program, will work with the Child Development Course in the freshman year, and will teach the reading course in the senior year.

A full-time faculty member will teach the tutorial seminar and maintain a working relationship between the tutors and the public

schools. This faculty member will also assist with the Child Development Course for prospective elementary teachers during the sophomore year.

The position of the Director of the Academic Internships and the Community Development Institute will be continued. He is responsible for coordinating all participant/observer and action-research internships. Prospective teachers have been actively involved in each of these programs over the past three years.

Finally, evaluation is crucial to all programs, particularly tutoring, academic internships, and the new education internships. The North Carolina State Department of Public Instruction will evaluate these three programs which should be a model to other colleges across the nation.

Conclusion

The programs in teacher education and service-learning which are proposed are more comprehensive than any ever attempted. Z. Smith Reynolds grants have provided the "seed" money for not only the teacher education and service-learning programs mentioned here, but also Upward Bound, Career Opportunities, on-campus tutoring, environmental education, and foreign experiences abroad. Over the past three years approximately 1,000 Mars Hill College students have affected the lives of more than 600 Appalachian white children, 200 black children, and 25 Cherokee Indian children, plus 40 Model Cities black adults, and 200 Appalachian white adults. The next academic year is the most crucial, not only for teacher education and service-learning at Mars Hill College, but also to afford a model for nationwide impact.

Z. SMITH REYNOLDS SUMMARY
BUDGET FOR JUNE 1, 1971
THROUGH MAY 31, 1972

	Foundation	MHC	Public Schools
Salaries for Faculty and Staff (Foundation contribution includes salaries for Assistant Dean, Director of Academic Internships, Director of Education Internships, Director of Tutoring, Secretary and public school coordinators of the program in Eden and Buncombe County--Mars Hill College contribution includes fringe benefits for persons listed above and salaries and fringe benefits for the Head of the Education Department, the Director of Student Teaching, the Director of the Curriculum Laboratory, and the Director of Audio-visual Services)	$ 54,600	$ 48,216	
Office Supplies and Equipment (Mars Hill College contribution includes budget for Education Department and Curriculum Laboratory.)	2,000	4,850	
Travel (Foundation contribution includes travel for tutors, faculty, and staff--Mars Hill College contribution includes travel for Education Department.)	7,000	3,200	$ 1,200 (Buncombe Co.)
Tuition Scholarships (Foundation contribution is for scholarships for Student Director of Tutoring and academic internships--Mars Hill College contribution is for scholarships for education internships in Buncombe County.)	1,400	3,000	14,520 (Eden City)
Evaluation (North Carolina State Department of Public Instruction)			
TOTAL	$ 65,000	$ 59,266	$ 15,720

DEVELOPMENT OF SERVICE-LEARNING PROGRAMS AT MARS HILL COLLEGE

The community involvement part of the Mars Hill College curriculum and its related service-learning activities began with the first Z. Smith Reynolds Grant in 1968 for $21,375. By spring, 1969, Dr. Richard Hoffman, now Vice-President for Academic Affairs, began the Academic Internship and Off-Campus Tutorial Programs. Upward Bound under the Education Department was begun in the summer of 1968. These three programs were united under the Community Development Institute through a second Z. Smith Reynolds Grant in 1969 for $53,144; with the aid of a third grant for $65,000 the concept of service-learning really expanded in 1970-71. The fourth grant for the same amount created the position of Assistant Dean for Academic Affairs who was given the responsibility for all service-learning programs. The following is a brief look at the development of the service-learning programs which now come under the Assistant Dean for Academic Affairs:

1. Upward Bound - May, 1968

   a. Purpose - to improve the chances of success of higher education for low-income Appalachian Mountain high school students in Asheville City, Buncombe County, Madison County, Yancey County, and the Cherokee Indians in Swain County, North Carolina.

   b. Development

(1)	Date Program Started	Money	Number
(1) First Grant	May, 1968	$67,684	55
(2) Second Grant	June, 1969	66,681	55
(3) Third Grant	June, 1970	74,587	66
(4) Fourth Grant	June, 1971	80,924	70

   The last grant included a full-time director.

   c. Directors

   (1) 1968-70 Dr. John Hough
   Dr. Bill Sears
   Mrs. Judy Sears

(2) 1970-71 Dr. Vernon Chapman
Mrs. Judy Sears
(3) 1971-72 Mr. Charlie Phillips
Miss Pat Horton

2. Academic Internships - September, 1968

a. Purpose - to make the theoretical content more meaningful for college students by actual experiences and to allow the students freedom to show their own potential.

b. Development

(1) The first two academic internships developed out of the Community Development Institute class which started with fifteen students in the fall of 1968. These were completed during the spring semester of 1969.

(2) The first full scale program operated with 38 interns during the summer of 1969 and this was expanded to 50 in the summer of 1970.

(3) The program for the summer of 1971 had three half-time faculty members (Mr. David Halferty, Dr. Page Lee, and Mr. George Peery) supervising 37 students.

c. Directors

(1) 1968-69 Dr. Richard Hoffman

(2) 1969-71 Miss Sheron Keiser (Mr. Jim Elens, Miss Linda Baldwin, and Mr. Smith Goodrum - Assistants)

(3) 1971-72 Dr. Edward Angus

3. Off-Campus Tutorial Program - January, 1969

a. Purpose - this is to make prospective teachers and others more sensitive to persons of other cultures or sub-cultures and to hopefully provide some encouragement and help for children in these cultures.

b. Development

(1) The first 36 tutors were carefully selected in the spring of 1969. They tutored one or more children in homes, schools, churches, and community centers in Madison and Buncombe counties.

(2) The second group of 95 were selected in the fall of 1969 and added tutees in Yancey County.

(3) The 1970 spring group of 85 included about 30 who were enrolled in a class called "The Disadvantaged Child" taught by Mr. and Mrs. Ron Metzger.

(4) The summer of 1970 program directed by Dr. Vernon Chapman included 10 tutors two of whom actually helped a child advance a grade in the public schools.

(5) A student director was appointed for the group of 65 and about 35 of these were included in "The Disadvantaged Child" course. Communities included Pisgah View (Urban White) and Hillcrest (Urban Black) in Asheville plus Hot Springs (Rural White) and Ebbs Chapel (Rural White) in Madison County. Assignment continued on a one-to-one basis in the spring with 107 tutors and 66 involved in the seminar which represented the disadvantaged child course. Barnardsville, Burnsville, and Beech Glen became the fifth, sixth and seventh communities. Area coordinators were assigned to each community to help with any tutor problems.

(6) The program expanded to include the teaching of art and music by fourteen students in Madison County schools in the spring of 1971.

(7) The summer of 1971 included about 10 tutors and was directed by Mrs. Lou Therrell.

(8) The program for 1971-72 will include both a full-time student director and a full-time faculty director.

c. Directors

(1) 1968-69 Dr. Richard Hoffman

(2) 1969-70 Mrs. Ellen Price

(3) 1970-71 Mr. Ken Gregory
Dr. John Hough

(4) 1971-72 Miss Kathy Graham
Miss Theresa Metcalf

4. VISTA - May, 1969 - August, 1970

a. Purpose - put recreation program in all communities in Madison County with the intention of expanding to other programs.

b. Development

VISTA association program started in June, 1969 with five students living in the community and working with local community volunteers. The regular program began in October, 1969 and terminated in October, 1970.

c. Director - Dr. William Walker

5. Christian Ethics Institute

a. Purpose - to provide ministers and interested laymen with a center for the study of common problems and to give students an opportunity to have field experience in a church which is ministering to community needs.

b. Development

(1) This started in the fall of 1969 with twelve persons from Madison and Buncombe counties.

(2) This continued in the spring of 1970 with six more persons from the same counties.

(3) In the spring of 1971 the ten students in the "Church and

Community" course were assigned to a pastor. These pastors met with the faculty member and students three or four times during the semester.

(4) In addition to giving financial support to the Summer Camp and Summer Internship programs, the Christian Ethics Institute gave assistance to the church and community course, Religion 332. The institute paid the travel for each student and helped make contacts with ministers and agencies. Two students helped seven churches establish a literacy mission; two other students did an evaluation of several projects in which an innovative church in Hendersonville was involved; one student participated in the initial stages of the formation of a cooperative ministry by churches in Yancey County; another student helped a pastor set up a ministry to retarded children; another member of this class worked in the Asheville-Buncombe Cooperative Christian Ministry's office; and another made an effort to involve a church in a ministry to prisoners at Cane River Prison.

c. Director - Dr. Page Lee

6. Education Internships - August, 1969

a. Purpose - to give students a longer and more meaningful experience in the public schools and to assist the school systems in their in-service education program.

b. Development

(1) Student teaching has been an important part of the teacher education program since the spring of 1964. In the fall of 1969, two interns were selected to work with Miss Lucy Meadows, a teacher at Rankin School in Asheville City, and Mr. Dale Wright, a teacher at Candler School in Buncombe County. Both of the public school teachers were teaching methods courses at Mars Hill

College. Two more interns were selected for the spring of 1969 with the same two teachers.

(2) In the spring of 1971, two more interns were selected to work with Mr. Wright and Mrs. Louise Robinson at Candler School who had replaced Miss Meadows in teaching the methods courses.

(3) During the 1971-72 school year 24 elementary education majors will be doing a full year internship in two school systems. Twelve of these will be in the Green Arlen School in Buncombe County, and twelve will be in the Burton Grove Elementary School in Eden City.

c. Directors

(1) 1969-71 Dr. John Hough

(2) 1971-72 Dr. Vernon Chapman
Mrs. Lou Therrell
Mr. Dale Wright (Buncombe County)
Dr. Blanche Norman (Eden City)

7. Headstart Aide Training Program - September, 1969

a. Purpose - to help encourage Headstart aides to complete an A.A. or B. A. Degree in early childhood education.

b. Development

(1) Mars Hill College gave six semester hours credit for a five week course offered by the Child Development Training Center from September, 1969 through July, 1971.

(2) Mars Hill College in July, 1971 began to offer courses for credit toward the A. A. or B. A. Degree in early childhood education (Participants in New Careers were included in this program.).

8. Learning Experiences Abroad - December, 1969

a. Purpose - to provide students with the chance to understand and appreciate a culture other than their own.

b. Development

(1) Nine students visited Puerto Rico during December, 1969 and January, 1970.

(2) Nineteen others spent a month in East and West Germany during May and June, 1970.

(3) Two students did student teaching in London and one in Paris starting in March, 1971 and ending July, 1971.

(4) Three trips including sixty-three students were completed in connection with French, German, and Spanish studies during May, 1971.

c. Director - Mr. Robert Kramer

9. Environmental Education - May, 1970

a. Purpose - to make college students and teachers in the area more aware of their environment and the problems it faces.

b. Development

(1) A director was appointed during the spring of 1970.

(2) A workshop for 19 public school teachers was sponsored by Mars Hill College and the U. S. Forest Service in the summer of 1970.

(3) Another workshop was held during the summer of 1971 with 17 public school teachers.

(4) A group of 11 college students headed by Miss Karen Cummings received a grant for $17,130 from the National Science Foundation in May, 1971. They studied problems in Madison County during the summer and made recommendations for improvement.

c. Director - Dr. Harley Jolley

10. Career Opportunites Program - May, 1970

a. Purpose - to give persons a chance to prepare to enter the teaching profession who did not have enough time or money when they were college

age and to prepare teachers for low economic areas.

b. Development

(1) In May, 1970 a full-time director was appointed for the program which was to serve Asheville City, Buncombe County, and Madison County schools.

(2) In June, 1970, 67 students entered Mars Hill College summer school in the first phase of their training. Most successfully completed English, art, and an early childhood education course.

(3) In September, 1970 80+ students began work as teacher aides and took on-site courses as the second phase of their training.

(4) By January, 1970 the number of participants was approximately 90.

(5) Ninety participants were enrolled in the Mars Hill College 1971 summer school in many different courses.

c. Director - Mr. Worth Booth

11. On-Campus Tutoring - June, 1970

a. Purpose - to assist students who enter Mars Hill College with academic problems.

b. Development

(1) A director was appointed in June, 1970 with a grant from the Babcock Foundation. This person assisted with the non-credit English course during the summer.

(2) The program actually began in the fall of 1971.

c. Director - Miss Vesta Baughman

12. Volunteer Corps - October, 1970

a. Purpose - to find opportunities for students who do not want to participate in the present programs to become involved in a meaningful service-learning experience.

b. Development - this program which was sponsored by the SGA began in the fall of 1970.

c. Directors

(1) 1970-71 Miss Donna Vaughn
Mr. Harry Quiett

(2) 1971-72 Mr. Mike Keever

13. New Careers Training Program - December, 1969
(This program should have followed the Headstart Aide Training Program in the pages on Development of Programs. Incidentally, Dick Rustay's name as Director of the Headstart Aide Training Program was inadvertently omitted.)

a. Purpose - to help encourage New Careers participants to complete an A.A. or B.A. Degree.

b. Development

(1) Program began with one participant at Mars Hill College in December, 1969. Another participant was added in January, 1970; and six others were added in August, 1970.

(2) Participants took courses as recommended by supervisors until June, 1971. At that time, these students officially began pursuing degree programs.

c. Director - Mrs. Phyllis Inman

APPENDIX G

SUMMARY OF JUNIOR INTERNSHIP MEETING
EDEN, June 11, 1971

TO: All Participants in Discussion

The discussion of the Internship generally focused in the following areas:

I. In-Service

Mars Hill College agreed to survey the Faculty to determine type of in put which could be made in In-Service Programs of the systems involved. This information will be sent to the systems in the near future.

II. Courses Required of Interns

The College also agreed to participate in class activities. There was agreement among discussion participants that great flexibility was needed in developing course outlines. Class time spent in formal instruction, independent study practicum, etc., will be decided on the basis of needs of students by college and course teachers. Course objectives were to be developed cooperatively by course teachers and college. Task of refining these objectives were delegated to Mrs. Lou Therrell of the Mars Hill staff.

III. Evaluation of Internship

Dr. H. T. Conner of the State Department of Education was at the meeting and briefly discussed the State Department's role in evaluation. A committee consisting of the following persons was appointed to develop the research design and general thrust of the evaluation:

Dr. Bill Brown - State Department of Education
Mr. Mott Price - Eden City Schools
Mr. Harold Mathews - Eden City Schools
Mr. Bill Williams - Principal, Glen Arden School
Miss Terry Metcalf - Mars Hill College
Mrs. Lou Therrell - Mars Hill College
Mr. Bob Knott - Mars Hill College
Dr. Vernon Chapman - Mars Hill College

Dr. Conner was to handle arrangements for convening this group during the summer.

IV. Miscellaneous

1. Housing arrangements for interns were discussed and alternate arrangements have been presented to the interns for their consideration.

2. Orientation for Eden and Buncombe County interns will be held on the Mars Hill campus on August 13 and 14. The format for this meeting will be arranged by Dr. Chapman.

3. It was suggested that letters be sent to parents for Eden Interns from Dr. Norman and the Eden staff. Included with this letter would be information about the system and town (names of doctors, location of hospitals and churches, etc.)

4. An opportunity for parents of interns to visit Eden's system early in the school year was suggested. Details are to be worked out by Dr. Norman and the Eden staff if the idea is found feasible.

5. Ways to involve Rockingham County Community College students interested in Teacher Education in the program was discussed.

6. Orientation of interns to the Eden system is tentatively scheduled for the week of August 20.

7. Buncombe County Schools will start on August 16. Orientation could take place at Mars Hill on August 13 and 14.

8. Sources of additional funds for preparing a film or other means of recording significant aspects of the internship were discussed. John Hough will check with various foundations for available funds.

9. The following individuals participated in the discussions:

David Walker - Director of Audio Visual
Lou Tharrell - Director of Internship Program
Terry Metcalf - Director of Tutoring
JohnHough - Assistant Dean of Academic Affairs
Mabel Mosur - Director of Curriculum Lab and Library Science Program
Vernon Chapman - Head, Department of Education
Dale Wright - Coordinator Internship
Bill Williams - Principal, Glen Arden School
Dr. Blanche Norman - Coordinator, Eden Internship
Mott Price - Director of Instruction
Harold Mathews - Superintendent of Elementary Schools
Clyde Pressley - Assistant Superintendent
John Hough, Sr. - Superintendent of Eden Schools
Dr. H. T. Conner - State Department of Education
Jack Willis - Assistant to the Director of Public Information
Bob Knott - Director of Institutional Research
Teah Dyer - Library Coordinator

EDEN INTERNS
Burton Grove Elementary School

Name	Grade
Miss Nancy Cooley 423 8th Avenue Drive, N.W. Hickory, North Carolina 28601	4
Miss Donnia Rebecca Graham Route 4 Seneca, South Carolina 29678	1
Miss Vivian Hartsoe 13 West 3rd Street Weldon, North Carolina 27890	4
Miss Debby Howard Route 5 Seneca, South Carolina 29678	3
Miss Debbie Hutchison 5100 Huntington Drive Raleigh, North Carolina 27606	2
Miss Judy Israel 37 Skyland Circle Asheville, North Carolina 28804	3
Miss Glennie Lail Route 1, Box 438 Taylorsville, North Carolina 28681	1
Miss Yvette Lyles 26 Herren Avenue Asheville, North Carolina 28806	3
Miss Frankye Osborne 313 Memorial Drive Sparta, North Carolina 28675	2
Miss Susan Privette Post Office Box 387 Troutman, North Carolina 28166	2
Miss Beverly Smith Box 92 Whitesburg, Kentucky 41858	1
Miss Sandra Ward Box 107 Jefferson, North Carolina 28640	4

BUNCOMBE COUNTY INTERNS
Glen Arden School

Name	Grade
Miss Joyce Brookshire Route 2 Moravian Falls, North Carolina 28654	1
Miss Susan Conlon 2647 Monroe Street Hollywood, Florida 33020	4
Miss Cathy Gault 1012 East Maple Avenue Gastonia, North Carolina 28052	4
Mr. John Mauney Route 2 Lincolnton, North Carolina 28092	8 (Candler School)
Miss Pam Priester 804 Woodland Boulevard Wilkesboro, North Carolina 28697	2
Miss Patricia Ann Weber 37 Hilltop Road Asheville, North Carolina 28803	3 (St. Genevieve's)
Miss Pat White Route 1, Box 198 Elkin, North Carolina 28621	5
Miss Debbie Williams 952 Churchill Drive Gastonia, North Carolina	6
Mr. Elsberry Wyatt Route 6 Marshall, North Carolina 28753	6
Miss Joan Yeager 14400 N.W. 14th Drive Miami, Florida 33167	3

TO: All Junior Interns

FROM: Vernon B. Chapman, Jr.
Head, Department of Education

DATE: July 19, 1971

Dear _____:

An orientation program for all Junior Interns has been scheduled for Thursday, August 12 and Friday, August 13 at Mars Hill College. A schedule of activities is enclosed and all interns are expected to attend. Arrangements for housing and meals will be made by the college. Please check by the Education Department if you would like to know your room assignment prior to the Thursday afternoon meeting.

Also enclosed is a health form, which should be completed by your family doctor and brought with you to the orientation meeting. Please do not forget to get this done as this form must be completed prior to student teaching.

The schedule for the 1971-72 school year for the Buncombe County and Eden system is as follows:

Buncombe County

Monday, August 16 - Teacher's Meeting
Tuesday, August 17 - Registration
Wednesday, August 18 - Teacher's Work Day
Thursday, August 19 - First Full Day

Eden City

Thursday, August 19 - Interns should report to Administration Building
Friday, August 20 - Interns will meet with Dr. Norman, Mr. Price, and Mr. Mathews
Monday, August 23 - Orientation for all teachers in the system.

At the present time, then, Buncombe County Interns should plan on reporting on August 16 and the Eden Interns on August 19. Any changes in these plans will be discussed with you at the College Orientation.

I hope that the above information is of some value to you in planning for the internship. Please feel free to write or to call me at (704) 689-1204 if you have any questions.

JUNIOR INTERNSHIP
ORIENTATION SCHEDULE

Thursday, August 12

12:30 - 1:00	Welcome and Introductions All Participants - Library Auditorium
1:00 - 2:15	Testing - All Interns
2:15 - 2:30	ID CARDS - BREAK
2:30 - 3:00	Discussion of Student Teacher Log Books - Mrs. Lou Therrell Library Auditorium
3:00 - 4:30	Discussion of Internship - Dr. Vernon Chapman, Dr. John Hough, Mrs. Lou Therrell
5:00 - 6:15	Supper
6:15 -	Free Time

Friday, August 13

8:30 - 10:00	Buncombe County Interns meet with Mr. Randall Duckett and Mr. Bill Williams of the Buncombe County Public Schools and Mr. Dale Wright and Mrs. Lou Therrell of the Mars Hill Faculty in the Faculty Lounge. Eden Interns meet with Dr. Blanche Norman, Mr. Harold Mathews, and Mr. Mott Price of the Eden City Schools in the Library Auditorium.
10:00 - 10:30	Coffee Break - Faculty Lounge
10:30 - 11:30	Small Group Meetings - Continue in same location.
11:30 - 12:00	Total Group Meeting in Library Auditorium - Dismissal
12:00 - 1:15	Lunch Served

Appendix K

THE TRAINING PROGRAM FOR HEADSTART AIDES AND NEW CAREERS PARTICIPANTS
for the 1971-72 Academic Year

The following are the provisions of the agreement established by the Child Development Training Center in Asheville, the New Careers Office in Asheville, and Mars Hill College:

1. Each participant must make application to Mars Hill College through the Registrar's Office. (The fee for this at the present time is $10. This will be increased to $25 with all new proposals since this is the fee that will be charged all students at Mars Hill College.) All applications to Mars Hill College from all Headstart Centers must be submitted through Mrs. Betty Posey in the Asheville Office.

2. All participants who have a high school diploma or its equivalent will be admitted to this program if they have not been previously refused admission to Mars Hill College or if they have not been dropped from Mars Hill College.

3. Registration for each course must take place on the proper form, and this again must be submitted first to Mrs. Betty Posey in the Asheville Office and then to the Registrar's Office at Mars Hill College.

4. The fee per semester hour for each participant will be $5 if the teacher is employed by the agency involved. (Since tuition is increasing at Mars Hill College, that fee will be increased to $10 per semester hour with all new proposals.)

5. All teachers must possess a Master's Degree. They must make application to Mars Hill College and be approved by the Academic Dean before the course begins. Applications are available through the Academic Dean's Office.

6. Mars Hill College will give credit only for those courses which have an approved teacher and only those courses which have been approved by the Curriculum Committee. All courses in the 1971-73 catalog are approved by the committee as well as the courses which are attached to this agreement.

7. All participants may pursue an Associate in Arts Degree or Bachelor of Arts Degree. Most Participants will pursue degrees in elementary education, and their requirements will be as follows:

   a. Bachelor of Arts (35 courses)

      (1) Core requirements - 9 courses
          (a) English - 2 courses
          (b) Math - 1 course
          (c) Science - 1 course
          (d) Physical education - 1 course
          (e) Human societies - 2 courses
          (f) General psychology - 1 course
          (g) Religion or philosophy - 1 course

(2) Other general requirements - 6 courses
(a) U. S. history - 1 course
(b) Art methods - 1 course
(c) Creative dramatics - 1 course
(d) Children's literature - 1 course
(e) Health and physical education methods - 1 course
(f) Music methods - 1 course

(3) Major courses in education - 10 courses
(a) Tutorial seminar and experience - 1/2 course
(b) Child growth and development - 1 course
(c) Methods in language arts - 1 course
(d) Methods in social studies - 1 course
(e) Methods in science and math - 1 course
(f) Psychological foundations of education - 1 course
(g) Historical, philosophical, and social foundations - 1 1/2 courses
(h) Student teaching - 2 courses
(i) Reading instruction in grades K-12 - 1 course

(4) Electives - 10 courses
(Any of your special courses will fit into this area. Each will have to be approved by our Curriculum Committee.)

b. Associate in Arts (18 courses)

(1) Core requirements - 9 courses
(a) English - 2 courses
(b) Math - 1 course
(c) Science - 1 course
(d) Physical education - 1 course
(e) Human societies - 2 courses
(f) General psychology - 1 course
(g) Religion or philosophy - 1 course

(2) Other general requirements (4 of these 6)
(a) U. S. history - 1 course
(b) Art methods - 1 course
(c) Creative dramatics - 1 course
(d) Children's literature - 1 course
(e) Health and physical education methods - 1 course
(f) Music methods - 1 course

(3) Electives - 5 courses
(Any of your special courses will fit into this area. Each will have to be approved by our Curriculum Committee.)

8. The following procedures must be followed when a participant plans to do student teaching:

a. Admission to teacher education program

(1) An application for student teaching will be filled out and filed with the Director of Student Teaching in the semester prior to that in which student teaching will be taken. Deadlines for this application will be set by the Director of Student Teaching.

(2) The grade point average of each applicant will be determined and the application of any student with a grade point average of less than 2.0 will be automatically turned down. The application of other students will be submitted to the Teacher Education Committee for its approval.

(3) The teacher of the Education Method Courses will complete a recommendation for student teaching form upon receiving the student's application. This recommendation will be reviewed by the Head of the Education Department, the Director of Student Teaching, the Director of Child Development Training Center, and by the methods teacher prior to presenting the application to the Education Committee for acceptance.

No student will be admitted to student teaching without the approval of the Teacher Education Committee.

b. Evaluation of student teaching

(1) Recommendation for Student Teaching and Teacher Placement. This form will be filled out by:

(a) methods teachers upon the completion of the application for student teaching by the student teachers.

(b) the supervising teacher during the student's last (regular year) semester in the program.

(c) the Director of the Child Development Training Center Office and by a college supervisor assigned by the college. The college supervisor will be assigned during the students final semester. During this time the student should follow a student teaching program similar to that of regular student teachers.

(2) Evaluation of Student Teaching. This form should be filled out twice during the student teaching cycle by the supervising teacher.

The Director of Student Teaching is responsible for providing proper evaluation forms to those involved in the evaluation process.

A copy of each form will be kept in each student's file in the Teacher Placement Office.

SEPTEMBER 27, 1971

ELECTIVES FOR HEADSTART AIDE TRAINING PROGRAM - MARS HILL COLLEGE

1. METHODS IN PRESCHOOL EDUCATION - 201 (Already Approved)

   Asheville Child Development Training Program - Basic Course — 1½ courses

2. CURRICULUM FOR YOUNG CHILDREN - 205

   Asheville Child Development Training Program
   Exploration of Basic Concepts in Math, Social Studies, and Arts — 1½ courses

3. THE FAMILY AND COMMUNITY RESOURCES - 206

   Study of community programs to help families of young children. Eligibility requirements, assessment of delivery of existing services and unmet needs of recipients. Students required to visit services. — 1 course

4. FIELD INQUIRY - 305

   Asheville Child Development Training Program
   Developing and conducting in-service training on local level — 1 course

5. ROLE OF PLAY IN INTELLECTUAL DEVELOPMENT OF YOUNG CHILDREN - 306

   Explorations of how through play children discern relationships among objects and build basic concepts. Students required to observe children in spontaneous play situations. — 1 course

6. OBSERVING AND RECORDING BEHAVIOR AND DEVELOPMENT OF YOUNG CHILDERN - 405

   Methods and techniques used in recording a child's behavior, feelings and concepts. — 1 course

7. DEVELOPING STAFF POTENTIAL - 406

   Emphasis will be on development of self-awareness, freeing the capacity to learn values and self-concepts which cause behavior - ways of fostering good inter-staff communication. — 1 course

Education 201 - Methods in Preschool Education (1½ course)

Outline of the Course

(1) Community and Cultural Orientation

Rather than presenting the special problems of the culturally deprived child in a formal, didactic construct, we use films and real life situations to sharpen awareness of the crucial relationship between a child's environment and the development of his potential. Films like THE QUIET ONE and THE NEGLECTED document the importance of feeling accepted and adequate, and demonstrate how the use of effective community resources can break the cycle of poverty and neglect.

Although most of our trainees have roots in target area living, many tend to identify with middle class values. One of our tasks is to help them to come to terms with the variations in language, behavior and hopes that characterize the culture of their Head Start families.

During the last week of the course parent involvement will be studied as the base for a successful Head Start program. Discussion will point up the need for parents and teachers to reinforce each other's efforts if children are to hold gains made during a Head Start year.

Practical questions like, "What do you say on your initial visit to the home?" "How do you include parents in policy making decisions?" and "What is it that only a parent can tell you about a child?" are combined with more open-ended ones like "How do you communicate to a parent that you accept her as a person?" "How do you discover the deep down needs of parents?"

Field trips to community centers, a local pottery, the library and the Cherokee Indian Reservation will highlight opportunities for enrichment.

(2) Curriculum and Program Planning

Planning programs appropriate to the development level of a particular group of disadvantaged children will be a major area of emphasis in this course. Curriculum content will be discussed in many different contexts. Films like HEAD START TO CONFIDENCE, THE NEW NURSERY SCHOOL, JENNY IS A GOOD THING, TEACHING THE DISADVANTAGED will serve as models for the discussion of the use of time, space, materials and the saturated multi-sensory approach.

The Head Start Center in the Child Development Training Center offers trainees the opportunity to participate in a program designed to encourage exploration, verbal expression and self-worth.

Fifteen children, ages three to five years, are involved in the center each morning for four hours. Some trainees participate in planning, in carrying out specific assignments and in evaluating the daily program. They also observe and record children's use of materials and social interaction.

At the close of these sessions, all trainees will gather together to share observations and evaluate children's responses. Since children are free to choose their activities, trainees will discover that a meaningful program is rooted in both planning and spontaneity.

Parents serve regularly as volunteers in the center. This means a varying number of adults in the room, providing both advantages and problems. Being one of several assisting adults helps trainees discover how volunteers, working with individual children can make a distinct contribution to their program.

Both observation and participation in other Head Start Centers and in pre-schools for the Handicapped is planned, with follow-up discussion which involves room organization, discipline, choice of equipment used and teaching procedures.

How to build a meaningful program from children's spontaneous interest will be the theme underlying all observation and participation experiences.

We continuously search for ways to kindle trainees readiness to use parents in the program and to relate to them in a warm, comfortable accepting manner.

Workshop sessions will offer opportunities in learning how to care for and present a wide variety of media at different readiness levels. They will also provide creative experiences that will help trainees value children's creative efforts. Trainees will be helped to develop skill in the use of games, music and verse. Each trainee will design, make and demonstrate a concept building game for use in her center.

A wide selection of children's books will be available for trainee brosing and study. Working in core groups, trainees will develop their skill in dramatization, story telling and sharing books with children. Once during each course all trainees will visit Pack Memorial Library where the children's librarian will explain the system of cataloging and share her appreciation of books. Trainees will be expected to make written reports on at least 25 children's books.

Over the years we have built a small but carefully chosen library and trainees will be encouraged to read widely in the fields of early childhood education, with special emphasis on programs for socially disadvantaged children and their families. All trainees will be expected to make written reports on required readings. Tutorial group leaders will assume responsibility for recommending reading matched to trainee's interest and reading levels.

In discussing the outdoor program, emphasis will be placed on the importance of free open spaces and safe equipment that invites climbing, lifting, pulling, pushing, balancing, jumping, throwing and catching. Trainees are alerted to the importance of using action and location words to accompany children's play activity and thus to help build their vocabulary.

Opportunities are provided for trainees to increase the flexibility of their own bodies through exercises, response to rhythms and dramatic expression of ideas.

Scientific investigation will spring from simple everyday happenings, like a snow fall, a budding branch, a frog's egg, a cocoon or a crane at work. By stimulating and structuring questions trainees will be involved in the process, prediction, observation and evaluation.

Trainees will be helped to use routines, motor activities, dramatic play and sensory experiences as opportunities for building word power, developing concepts, asking questions and solving problems.

(3) Basic Child Growth and Development and Behavior

Whatever the content, the focus will be on child and adult growth and development. Using trainees observations of their own children's behavior, their practice in the field and films like HEAD START TO CONFIDENCE, we will chart the steps of growth in motor controls, sense of self, social response, range of feeling and intellectual understanding.

Trainees are led to awareness of the developing progression of body movements from large motor activity of the whole body to the small motor coordination that builds readiness for reading and writing skills. Through helping children in the demonstration groups explore the use of room space and discover many ways to move within this area, concepts of space, time and weight are expanded and reinforced.

Development readiness will be applied to all aspects of the Head Start program: the structuring of routines, discipline and the selection of songs, games, stories and equipment.

Ways of coping with individual differences in listening span, speech, coordination and space will be explored.

Behavior will be related to rate of growth, experience, self-image and social climate.

A local doctor who has demonstrated skill in working with target area parents and children will discuss health and safety in the Head Start center, responding to trainees questions and problems. He is well equipped to discuss parent-school relationships and the conflicts which often arise between folk superstition and modern remedies. His knowledge and wisdom suggest ways of behavior which build on the strengths of the parents and add to their dignity while suggesting possible new remedies and procedures.

Trainees will be challenged to see themselves as encouragers of growth as they work among children whose development has been dwarfed by mistrust, fears of failure and lack of opportunity.

(4) Special Problems

In dealing with special problems, the focus will be on helping trainees to grow in their understanding of the reasons behind misbehavior and in their ability to cope constructively with the self-centered behavior of so many Head Start children.

Mrs. Stradley's session on communications with children will stress sensitivity to the non-verbal behavior that so often reflects a child's anxiety over family fights, deprivation or changes that come too fast and too soon. Trainees will be encouraged to be aware of and responsive to the unattractive, withdrawn or belligerent child who is so often by-passed.

The unit on discipline will relate misbehavior to a child's developmental level, his feelings about himself and his social environment. Class differences in values, expectations and ways of dealing with unacceptable behavior will be studied within the context of the goals of Head Start.

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Role playing different techniques for handling the same problem will open up new ways of responding to a child's need to develop more mature ways of behaving. Films like DISCIPLINE AND SELF CONTROL and FEARS OF CHILDREN will help trainees to evaluate their past procedures.

A skilled person from the Asheville Developmental Evaluation Center will discuss the impact of parental attitudes on the handicapped child's development. Using case studies and trainees questions he will describe how parents can further handicap a child or free him to grow to the threshold of his potential.

(5) Integration of Services

Specialist from the field of medicine, nutrition, psychology, social work and speech will be woven into the program. They will relate their knowledge to the practical problems of families in depressed areas.

As a result of open-ended discussions in small core groups, we discovered that trainees felt inadequate in situations which involved questions about physiology or reproduction. They asked for helpful books and information about sex.

To meet their need we use the skilled services of Mr. Robert Morolla, Director of Health Education in Buncombe County. He shows the film PARENT TO CHILD ABOUT SEX as a base from which to discuss problems.

Topics presented by consultants and community workers cover the roles of agencies, how to use services, when and where to register a complaint and how to get cooperation between agencies. Presentation time is kept to a minimum with ample time allowed for free questioning and discussion.

The training experiences will be directed toward the development of knowledge, attitudes, style and a manner of working that will (1) pave the way for direct, meaningful work with parents and (2) the acceptance and development of themselves as persons of worth with important contributions to make.

Through working with the program, conferences with trainees, evaluating past procedures the Asheville Child Development Training Program has evolved the following basic class structure:

I. Class as a whole

   A. Movies are shown to total group

   B. Consultants address the group as a whole

II. Tutorial groups - each led by a member of the teaching staff.

   A. The large group is divided into three smaller groups enabling individuals to express themselves more easily.

   B. These groups meet approximately four times a week to share ideas, develop communication skill and evaluate films. All written reports are channeled through these tutorial groups. After showing ORGANIZING FREE PLAY trainees present diagrams of their Head Start rooms and discuss various possibilities for use of space.

C. In addition, the tutorial group decides what areas of interest it wants to pursue and will do this as a group and individually.

D. Skill in introducing children to poetry, finger plays, stories and dramatization will be developed through practice in the small group.

E. Creative work in art and music done in small groups builds confidence and further awareness of the children's needs.

III. Home Base Group - Field Group

In order to provide both in-depth and broad experiences with groups of young children, two sections of trainees will be formed. At the beginning of the third week they will reverse roles. One fourth of the total one hundred and fifty hours will be devoted to working directly with children and parents.

A. The Home Base Group will work during their two weeks with the children of the Livingston Street Head Start Center. They will be involved with program and room planning, parent visits and meetings as well as direct work with the children and evaluation of the progress achieved.

B. The Field Group will observe and in some cases, actively participate in the activities of the various centers throughout Asheville and Buncombe County during the first two weeks.

Both groups will evaluate and share experiences. The involvement with the children gives trainees a backlog that allows them to analyze real situations and apply their new learnings.

IV. Special Activities

Creative work in art, music is done to give trainees feeling of what it means to create and adapt to different situations and needs.

This structure seems to most nearly fulfill the needs of the trainees and the purpose of our course by allowing for maximum involvement of trainees in decision making roles while also providing essential basic needs for those working in the Head Start program.

Important Ingredients of Training Program

(1) To provide materials that stimulate

1. Language development

The sound track accompanying children's activities serve as both a chance to learn new words and to reinforce familiar ones.
Dramatic play in the housekeeping corner and with unit blocks offers excellent opportunities to put words to work.
When adults ask interesting, relevant questions children are more apt to grow in language usage.

2. Exploration and manipulation of objects for familiarity, naming and teaching concepts of color, form, space, number, relative size, and special arrangement.

3. Making choices: since making choices heightens a child's sense of personhood, children should be free to choose from a variety of activities.

4. Finding pleasure in books - handling books, hearing stories and sharing stories.

5. Solving problems

   If adult is keyed to what a child knows and does not know he can be supportive and still free child to work out solutions to problems.

6. Creating with a wide variety of materials

7. Motor development - (gross and fine)

   This is developed as children play ball, paint, work on puzzles, pound nails, pour juice and set the table as well as when they climb, jump and skip, in all activities there is a motor component.

(2) Trainees will observe and participate in a variety of situations

Livingston Street Head Start Center

Pisgah Head Start and Day Care Component

Asheville Orthopedic Day Care and Irene Wortham Day Care, each offering specialized programs for handicapped children.

Public School Head Start in City and County

Small group parent coffees operated by parents paced to their own style. A few trainees are invited to participate. Trainees comments suggest that for many it is the first time that they have experienced a meeting run by the parents. The informality and banter came as a surprise; the parents pride in the program seemed a promise of what could happen in their centers.

Parent group meetings in the Livingston Street Head Start

Parent sewing groups. These have been formed in response to requests of parents.

Parent study groups centering attention on child rearing problems such as discipline.

Policy Committee meetings.

(3) Lectures will be limited. Through discussion of provocative questions trainees will participate actively in program development. They will define situations for role-playing, evaluate child care programs, and suggest changes in the training program.

(4) Based on the experiences gained in previous training programs we choose consultants with care. Their ability to relate to and communicate with our trainees who are predominantly disadvantaged adults, is the first consideration. Consultants are briefed on the needs of the training group and made aware of the problems for discussion. Lecture time is kept to a minimum with ample opportunity for questions. Working in core groups, trainees write out their questions in preparation for the discussion periods. This exercise helps them organize their thoughts and makes the experiences more meaningful to them.

References for course #201 - METHODS IN PRESCHOOL EDUCATION

HELPING YOUNG CHILDREN LEARN
Pitcher, Evelyn, Lasher, Feinberg, Hammond, Charles E. Merrill, Inc. Columbus, Ohio

WHAT DOES THE NURSERY SCHOOL TEACHER TEACH
Tarney, Elizabeth Doak, National Association for the Education of Young children, Washington, D. C.

TEACHING THE CHILD UNDER SIX
Hymes, James L. Charles E. Merrill, Inc., Columbus, Ohio

KINDERGARTEN - A YEAR OF LEARNING
Rudolph, Marguerita, Cohen, Dorothy, Appleton-Century-Croft, New York

A NURSERY SCHOOL HANDBOOK FOR TEACHERS AND PARENTS
Green, Marjorie, Woods, Elizabeth, Sierra Madre Community Nursery School Association, Sierra Madre, California

SCHOOLS FOR YOUNG DISADVANTAGED CHILDREN
Hamlin, Ruth, Mukerji, Rose, Yonemura, Margaret, Teachers College Press Teachers College, Columbia University, New York

ART ACTIVITIES FOR THE VERY YOUNG
Hoover, Louis F., Worchester, Mass Davis Publications, Inc.

ART OF THE YOUNG CHILDREN
Bland, Jane Cooper, Museum of Modern Art, New York

CHILDREN'S DRAWINGS: FROM LINES TO PICTURES
Biber, Barbara, Bank Street Publications, New York

CHILDREN DISCOVER MUSIC AND DANCE
Sheely, Emma D., Teachers College Press, Columbia University, New York

USING MUSIC WITH HEAD START CHILDREN
Griffin, Louise, ERIC Clearing House on Early Childhood Education, Urbana, Ill.

KINDERGARTEN FOR TODAY'S CHILDREN
Wills, Clarise, Lindberg, Lucille, Follett Education Corporation, Chicago, Ill.

BUILDING CHILDREN'S SCIENCE CONCEPTS - EXPERIENCES WITH ROCKS SOIL AIR AND WATER
Sheckles, Mary. Teachers College Press, Columbia University, New York, New York

USING LITERATURE WITH YOUNG CHILDREN
Jacobs, Leland, Editor, Teachers College Press, Columbia University, New York

MATHEMATICAL SKILLS AND SCIENTIFIC INQUIRY
Threshold Early Learning Library, Volume II, Orost, Jean and Others, Teachers Publishing Corporation, Darien, Connecticut

THOUGHTS IN THE YOUNG CHILD
Kessen, William, Kuhlman, Clementina - Editors, University of Chicago Press, Chicago, Illinois

PIAGET'S THEORY APPLIED TO AN EARLY CHILDHOOD CURRICULUM
Bavatelli, Celia S., American Science and Engineering, Inc., Boston, Mass.

PAINTING I, II, III - PRINT ART - PAPER ART - CONSTRUCTING
Whitman Creative Art Books, Racine Wisconsin

THE NEW NURSERY SCHOOL
Nimnicht, Glen, MacAfee, Oralie, Meier, John, General Learning Corporation, New York

Booklets

ONE GIANT STEP
Quill, Jeanne, National Association for Education of Young Children, Washington D. C.

RAINBOW SERIES
Head Start, Office of Child Development, Washington, D. C.

A GUIDE TO DISCIPLINE
Galambos, Jeannette W., U. S. Printing Office, Washington, D. C.

A PARENT'S GUIDE TO LEARNING PROBLEMS
Golick, Margaret, Quebec Association for Children with Learning Problems, Montreal

PARENT AND FAMILY LIFE EDUCATION FOR LOW-INCOME FAMILIES
Shoemaker, Louise, Children's Bureau, Health, Education and Welfare, Washington

COMMUNICATION-PARENT-CHILDREN-TEACHERS
Association for Childhood Education International, Washington, D. C.

SCIENCE EXPERIENCES FOR NURSERY SCHOOL CHILDREN
Haupt, Dorothy, National Association for the Education of Young Children Washington, D. C.

SCIENCE - BIG QUESTIONS AND LITTLE CHILDREN
ERIC Clearing on Early Childhood Education, Urban, Illinois

FIRST STEPS IN LANGUAGE EXPERIENCES FOR PRESCHOOL CHILDREN
Experimental Edition, Detroit Public Schools

LIGHT AND SHADOWS
THE BALANCE BOOK
GROWING FROM SEEDS
SINK OR FLOAT
Elementary Science Study, Newton, Massachusetts

ASHEVILLE CHILD DEVELOPMENT [illegible]
Asheville Child Development Training Program, Asheville, N. C.

Periodicals

"Young Children"
National Association for the Education of Young Children, Washington, D. C.

"Childhood Education"
Association for Childhood Education International, Washington, D. C.

"Children"
An Interdisciplinary Journal for the Professions Serving Children, U. S. Department of Health, Education and Welfare, Washington, D. C.

Papers

"Discipline"
Barnes, Barry, Conney, Pat, Far West Laboratories, Berkeley, California

"Toward Self Discipline in a Responsive Environment"
Far West Laboratories, Berkeley, California

Education 205 - Curriculum for Young Children (1½ courses)

Outline of the Course

1. To help trainees develop criteria for selecting materials, trips and activities

2. To foster trainees skill in responding to what a child is doing so that learnings inherent in spontaneous play are reinforced.

3. To identify basic concepts in social science, mathematics and science.

4. To extend trainees concepts of parent participation and to demonstrate how parents can contribute to basic curriculum decisions.

5. To help trainees plan, try out and evaluate ways of providing opportunities for parents to grow in their understanding of their role in their child's development and of how home experiences can reinforce center learnings.

6. To develop training skills of indigenous staff.

Selection of Trainees

Career Development Committees, Directors and R.T.O.'s will select teachers who have completed the ACDTP five week course in Child Development or its equivalent and who have indicated an interest in, and an aptitude for setting up relevant in-service training programs.

The course will be limited to 17 persons.

Methodology

Working in small groups trainees will develop, demonstrate and discuss sequential learning experiences relevant to their local needs. The foci will be on basic concepts underlying social studies, mathematics, science, art and parent participation. Trainees will plan, take and evaluate trips, view and review audio visual aids and explore the learning potential of a wide variety of manipulative materials. Through role playing and observation in the Head Start Center, trainees will be alerted to the learning potential of children's spontaneous play. There will be opportunities for trainees to relate to parents as individuals and in small groups.

Scope of Curriculum

The specifics content will be determined by the needs and interests of the participating trainees and by their local resources. Each week will focus on an area of knowledge and each week will deal with ways of developing area-related concepts within the framework of a responsive Head Start curriculum.

Trainees will have opportunities to develop skills (1) in asking questions that encourage problem solving, intellectual growth and self-confidence, (2) in developing meaningful abstractions out of specific, concrete experiences, (3) in interpreting children's learning to parents.

Week # 1

Focus: Social Studies

Basic concepts like interdependence, job specialization, social changes, transportation, natural resources, maps, money and prices and family structure would be introduced as trainees explore and demonstrate the learning potential of trips, dramatic play, visual aids, map making, charts and books.

Week # 2

Focus: Physical Science

Emphasis will be placed on the process of scientific inquiry and discovery as it relates to children. The process will be : (1) prediction) "What will happen if-" (2) procedure) "You put the jar in the water, lid down?" and (3) evaluation) "The water doesn't go into the jar!"

Along with inquiry trainees will be encouraged to discover the "nature of things" - water is wet, it freezes, evaporates, is heavier than air, takes the form of its container, etc. Underlying concepts such as change, cause and effect, interaction and classification are to be stressed. Trainees will be helped to adapt their science projects in ways to meet the interests and needs of the staff and children with whom they work.

Week # 3

Focus: Creative Expression through Music and Arts

Specialists in movement and children's art will conduct workshop sessions that (1) involve trainees in creative activities and (2) clarify their understanding of the learning inherent in these experiences. In music for example, concepts of pitch, tone and tempo emerge as trainees create their own compositions. The emotional and imaginative elements in creative activity will be contrasted with the development of perceptual motor skills.

Week # 4

Focus: Mathematics

Basic concepts of measurement, shape, counting, ordinal and cardinal sequences, equivalency whole/part and sets, would be introduced in active, dramatic settings. (Block building, table setting, taking turns, puzzles)

Mathematic materials such as cuisinaire rods, Stern's structural Arithmetic materials, Attribute Blocks and Montessori cylinders will be tried and tested.

Trainees will be encouraged to produce their own aids for learning basic mathematical concepts.

Week # 5

Focus: Involving Parents in Children's Learning

Keeping in mind that individuals are different and communities are different, trainees will explore various opportunities for parent growth in personhood and in understanding basic Head Start concepts. What decisions can involve parents and staff? What problems can best be solved jointly by parents and staff? How could this be accomplished in your center?

How can parents relate their ways to such concepts as language growth, self-confidence, self-control, nutrition, success?

What can teachers learn from parents?

Trainees will have an opportunity to work with parents in the home and in small neighborhood clusters.

A member of the University of Georgia staff working on Child Research will serve as consultant.

References for Course # 205 - CURRICULUM FOR YOUNG CHILDREN

NEW DIRECTIONS IN KINDERGARTEN
Robison, Helen, Teachers College Press, Columbia University, New York

700 SCIENCE EXPERIMENTS FOR EVERYONE
The United Nations Educational, Scientific and Cultural Organization, Garden City, New York

WHAT RESEARCH SAYS TO THE TEACHER (12) SCIENCE IN THE ELEMENTARY SCHOOLS
Craig, Gerald, Association of Classroom Teachers, National Education Association, Washington, D. C.

EARLY CHILDHOOD - CRUCIAL YEARS OF LEARNING
Reprints from "Childhood Education", Association for Childhood Education International, Washington, D. C.

YOUNG CHILDREN AND SCIENCE
Association for Childhood Education International, Washington, D. C.

KINDERGARTEN - A YEAR OF LEARNING
Rudolph, Marguerita, Cohen, Dorothy, Appleton-Century-Croft, New York, New York

PHYSICAL SCIENCE IN THE NURSERY AND KINDERGARTEN
Roeper, Annemarie, Parks, Marian, The Huron Bailey School

THE COGNITIVELY ORIENTED PROGRAM
Weikart, David & others, National Association for the Education of Young Children, Washington, D. C.

TEACHER'S GUIDE TO THE OPEN COURT KINDERGARTEN PROGRAM
Bereiter, Carl & others, Open Court Publishing Company, La Salle, Illinois

PERCEPTUAL AND ORGANIZING SKILLS
Threshold Early Learning Library, Volume I, Teachers Publishing Corporation, Darien, Connecticut

LANGUAGE SKILLS AND SOCIAL CONCEPTS
Threshold Early Learning Library, Volume III, Teachers Publishing Corporation, Darien, Connecticut

STRUCTURAL ARITHMETIC FOR KINDERGARTEN
Stern, Catherine, Stern, Margaret, Gould, Toni, Houghton-Mifflin Company, Atlanta, Georgia

Booklets

YOUNG CHILDREN AND SCIENCE
Rasmussen, Margaret, Editor, Association for Childhood Education International Washington, D. C.

SCIENCE FOR THE ELEMENTARY SCHOOL TEACHER
Craig, Gerald S., Ginn and Company, Boston, Massachusetts

PROMOTING COGNITIVE GROWTH
Biber, Barbara, Shapiro, Edna, Wickens, David, National Association for the Education of Young Children, Washington, D. C.

BASIC SCIENCE HANDBOOK K-3
Beaucahamp, Wilbur L., Challand, Helen, Scott, Foresman & Company, Atlanta Georgia

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TRIPS IN EARLY CHILDHOOD EDUCATION
Hochman, Viviene, Winsor, Charlotte, Bank Street College, New York, N. Y.

ASHEVILLE CHILD DEVELOPMENT - CURRICULUM MANUAL
Asheville Child Development Training Program

CHILDREN EXPLORE THE ENVIRONMENT
Bureau of Elementary Curriculum Development, New York State Education Department, Albany, New York

SCIENCE - A PROCESS APPROACH/Part A
Experimental Editions, American Association for the Advancement of Science

Periodicals

"Childhood Education"
Association for Childhood Education International, Washington, D. C.

"Children"
An Interdisciplinary Journal for the Professions Serving Children, U. S. Department of Health, Education and Welfare, Washington D. C.

"Young Children"
National Association for the Education of Young Children, Washington, D. C.

Education 206 - The Family and Community Resources (1 course)

Outline of the Course

Objectives:

1. Discovering the community resources available to families by visiting the available resources and listing what services are possible by the various agencies.

2. Understand the procedures of making referrals to the agencies by being able to name the person or position to contact and following the established procedures for acquiring services.

3. To discover eligibility requirements of agencies by working with certain families and discovering services that are available to them.

4. To know how to assess social and physical needs of children by observing and describing the actions of children.

5. To be able to demonstrate effective ways of working with families in terms of relating to them, understanding their needs and communicating with them.

6. Demonstrate how to inform families of services and explain referral methods.

Tentative Outline:

1. Community Resources

   A. Listing of available resources and agencies

   B. Visitation to each agency and discovering services available and how to acquire services - eligibility requirements

   C. Procedures for referrals

      1. Key contact persons
      2. Difference in agency procedures
      3. Preparation before referrals

   D. Role play referrals

2. Social and physical needs of children

   A. Behavior of young children

      1. Physical
      2. Mental
      3. Social

B. Observation of children

1. At child care center
2. In home
3. Written observation

3. Methods of working with families

A. Understanding strengths of families

B. Discovering needs

C. Effective communication method with families

1. Appreciation of family
2. Understanding of what is possible
3. Role playing situations
4. Case reports

D. Assessment of delivery of existing services and unmet needs of recipients

4. Characteristics of a good worker with families

A. Attitude

B. Understanding of ones role

C. Understanding of need

D. Understanding of available resources

E. Relationship between family, Head Start program and agency

References for Course #206 - The Family and Community Resources

BREAKFAST - TWO JARS OF PASTE, A Training Manual for Para-Professionals in the Human Services
Leadership Development Program, Cleveland College, Cleveland, Ohio

BABY LEARNING THROUGH BABY PLAY
Gordon, Ira J., St. Martin's Press, New York, New York

OBSERVING AND RECORDING THE BEHAVIOR OF YOUNG CHILDREN
Cohen, Dorothy H., Stern, Virginia, Teachers College Press, Columbia University, New York, New York

CAREER DEVELOPMENT IN HEAD START Volumes I, II, III
Bank Street College of Education, New York, New York

TEACHERS AND CHILDREN OF POVERTY
Coles, Robert, The Potomac Institute, Inc., Washington, D. C.

EARLY CHILDHOOD DEVELOPMENT - Alternatives for Program Implementation in the States
The Education Commission of the States Task Force on Early Childhood Education
Denver, Colorado

Booklets

A PARENT'S GUIDE TO LEARNING PROBLEMS
Golick, Margaret, Quebec Association for Children with Learning Disabilities, Montreal

A CURRICULUM OF TRAINING FOR PARENT PARTICIPATION IN PROJECT HEAD START
Project Head Start Training Staff, Child Study of America, New York

GOALS FOR COMMUNITY SERVICES - Planning for Community Needs in Health, Education and Welfare
U. S. Printing Office, Washington, D. C.

SELF-UNDERSTANDING - A FIRST STEP TO UNDERSTANDING CHILDREN
Menninger, William, Science Research Associates, Inc., Chicago, Illinois

MENTAL HEALTH SERVICES FOR CHILDREN
National Institute of Mental Health, U. S. Department of Health, Education and Welfare, Chevy Chase, Maryland 20203

Education 305 - Field Inquiry (1 Course)

Outline of the Course

Most trainees leave Asheville Child Development Training Program for their centers highly motivated to provide more challenging experiences for children and more responsive programs for parents. Their success hinges not only upon their skill, ingenuity and understanding but upon reinforcement at the local level.

Trainee feed-back suggests that often they are directors as inaccessible persons caught inextricably in a web of federal forms and pressing priorities. This situation is frustrating to all concerned with career development - the director caught in a realistic time squeeze, the staff without the leadership skills essential to a relevant in-service training program.

These feelings block the flow of communication between staff and director and among staff members. The structure seems to inhibit trainees from acting on new, hard-won insights and understandings. Staff meetings are often loaded with administrative directives and there is little time for educational objectives.

To create a new format which will free former trainees, other staff members and the director to grow in their skills and in their understanding of Head Start, we propose an experimental sequence designed to develop an on-going, in-service training program that will reinforce and support the concepts, values and procedures that characterize the five week course.

Twelve trainees will participate. All will be designated by the Career Development Committee as persons directly involved in coordinating staff development.

To promote self-confidence and initiative and to free enrollees from dependency upon professional trainers, we have allowed for time lapses between training stages.

Stage I Orientation conference with director, to brief ACDTP staff on progress of staff and to identify problems and establish priorities for the initial five day training session.

Stage II Five day, 40 hour, residential training at ACDTP. Working for the greater part of the day in tutorial groups of four, trainees will plan in-service training sessions based on their immediate problems. One aspect of the task will be to explore the potential contributions that parents, cooks, bus drivers, and volunteers may make to their programs. During the next 3 to 4 weeks trainees will implement their plan for in-service training.

Stage III Field follow-up by ACDTP - to include wherever possible

1. Observation in children's center.
2. Attendance at training session.
3. Discussion/evaluation of training session with trainees and other concerned staff.
4. Attendance at parent gathering.

During this time lapse trainees will continue to plan/evaluate/carry out weekly training program.

Stage IV Field follow-up

This program would be similar to Stage III. The discussion/evaluation of training session would pull together the suggestions of the last visit, identify progress and problems and revise training sequences. Inquiry sessions.

Time lapse 3 to 4 weeks - trainees will continue to plan/evaluate/carry out weekly training programs.

Stage V Five day, 40 hour, residential training at ACDTP

Specialists would be chosen on needs discerned during field visits. Small tutorial groups would be continued. Content would focus on planning and evaluation and the development of communication skills.

Prerequisite would be the five week basic course offered by ACDTP or its equivalent. The course constitutes 90 hours of contact time and would carry three credit hours from Mars Hill College.

Reference for Course # 305 - Field Inquiry

CAREER DEVELOPMENT IN HEAD START: COMPONENTS, ROLES AND PROGRAM OPTIONS
CAREER DEVELOPMENT IN HEAD START: THE TEACHING AND COMMUNITY SERVICE LADDER
Wolostky, Hyman, Bank Street College of Education, New York, New York

NEW DIRECTIONS IN KINDERGARTEN
Robison, Helen, Teachers College Press, Columbia University, New York

PREPARING INSTRUCTIONAL OBJECTIVES
Magar, Robert, Fearon Publications, Belmont, California

EARLY CHILDHOOD DEVELOPMENT - ALTERNATIVES FOR PROGRAM IMPLEMENTATION IN THE STATES
A Report of the Education Commission of the States - June, 1971

Booklets

WHEN TEACHERS KNOW - CHILDREN LEARN
Workshops for Quality Teaching, The Play Schools Association, Inc., New York

TRAINING COURSES AND METHODS
Rainbow Series, Project Head Start, U. S. Department of Health, Education and Welfare, Washington, D. C.

Education 306 - Role of Play in Intellectual Development of Young Children (1 Course)

Outline of the Course

Objectives:

1. Discover the ways in which children learn.

2. Gain an understanding of the planned variations of Head Start and to be able to explain two variations in detail.

3. To describe intellectual goals and ways of achieving these goals by specific lesson planning.

4. To develop plans and ideas for outdoor play to increase the intellectual learning of children.

5. To be able to set up a classroom which will provide for intellectual growth through play. To change and adapt the classroom to meet the continuing needs of children for a two month period.

Tentative Outline:

1. Ways children learn

   A. Use of senses. Physical contact with environment

   B. Mobility

   C. Developmental stages

   D. Individual differences

2. Planned variations of Head Start

   A. Structural

   B. Cognitive

   C. Discovery

   D. Parent - home

   E. Enabling model

3. Cognitive variations

   A. Goals of curriculum

   B. Room arrangement

      1. Dramatic play and equipment
      2. Manipulative equipment

4. Parent - Child variations

   A. Goals of curriculum

   B. Relationship to home

   C. Equipment

5. Developing Goals

   A. Creation of individual goals

   B. Implementation by specific lesson plans.

      1. Equipment
      2. Areas - art, dramatic play, manipulative, block and book

   C. Establishing a guide for two months

      1. Set up classroom
      2. Flexibility of curriculum to meet individual needs
      3. Progression of learning materials to develop cognitive growth

   D. Outdoor Play

      1. Possibilities for play
      2. Development of playground

References for Course # 305 - Role of Play in Intellectual Development of Young Children

NEW DIRECTIONS IN THE KINDERGARTEN
Robison, Helen, Spodek, Bernard, Teachers College Press, Columbia University, New York, New York

FOSTERING INTELLECTUAL DEVELOPMENT IN YOUNG CHILDREN
Wann, Kenneth D., Dorn, Miriam, Selchen-Liddle, Elizabeth, Teachers College Press, Columbia University, New York, New York

THE NURSERY SCHOOL
Read, Katherine H., W. B. Saunders Company, Philadelphia, Pennsylvania

THE NURSERY SCHOOL: ADVENTURE IN LIVING AND LEARNING
Christianson, Rogers, Houghton-Mifflin Company, Boston, Massachusetts

KINDERGARTEN - A YEAR OF LEARNING
Rudolph, Marguerita, Cohen, Dorothy, Appleton-Century-Croft, New York, N. Y.

700 SCIENCE EXPERIMENTS FOR EVERYONE
The United Nations Educational, Scientific, and Cultural Organization Doubleday & Company, Garden City, New York

SCIENCE EXPERIENCES IN EARLY CHILDHOOD EDUCATION
Hochman, Vivienne, Greenwald, Mildred, Bank Street College of Education, New York, New York

SCIENCE EXPERIENCES FOR NURSERY SCHOOL CHILDREN
National Association for the Education of Young Children, Washington, D. C.

KINDERGARTEN FOR TODAY'S CHILDREN
Wills, Clarice, Lindberg, Lucile, Follett Educational Corporation, Chicago, Ill.

BASIC SCIENCE HANDBOOK K-3
Beauchamp, Wilbur, Challand, Helen, Scott, Foresman & Company, Atlanta, Ga.

YOUNG CHILDREN AND THEIR DRAWINGS
Di Leo, Joseph, Brunner/Mazel, Inc., New York, New York

THE PSYCHOLOGY OF CHILDREN'S ART
Kellogg, Rhoda, O'Dell, Scott, Random House Publication, New York, New York

CREATIVE AND MENTAL GROWTH
Lewenfeld, Viktor, Brittain, Larbert, The Macmillan Company, New York, N. Y.

THE YEARS BEFORE SCHOOL - Guiding Preschool Children
Todd, Vivian E., Heffernan, Helen, The Macmillan Company, New York, New York

THE COMPLETE BOOK OF CHILDREN'S PLAY
Hartley, R. E., Frank, L. K., Columbia University Press, New York, New York

PLANNING ENVIRONMENT FOR YOUNG CHILDREN - PHYSICAL SPACE
Kritchevsky, Sybil, Prescott, Elizabeth, National Association for the Education of Young Children, Washington, D. C.

I DO, AND I UNDERSTAND
Nuffield Mathematics Project, John Wiley and Sons, Inc., New York, New York

HELPING YOUNG CHILDREN LEARN
Pitcher, Lasher, Feinberg, Hammond, Charles E. Merrill Books, Inc., Columbus Ohio

PLAY THERAPY
Axline, Virginia, Houghton Mifflin Company, New York, New York

Booklets

MATCH AND MEASURE
Published by the Elementary Science Study of Education Development Center, Newton, Massachusetts

EARTHWORMS
Elementary Science Study of Education Development Center, Newton, Mass.

GROWING SEEDS
Elementary Science Study of Education Development Center, Newton, Mass.

STARTING FROM SEEDS
Elementary Science Study of Education Development Center, Newton, Mass.

Education 405 - Observing and Recording Behavior and Development of Head Start Children (1 Course)

Outline of the Course

Objectives: To provide opportunities for students to:

1. Develop skill in accurate observation
2. Develop skill in keeping systematic records of individual children
3. Develop skill in using observations to identify needs of individual children and to plan programs
4. Develop capacity to rely on objective observation rather than opinion
5. Develop capacity to relate a child's current behavior to his stage of development, past experiences and potential
6. Increase vocabulary
7. Understand importance of keeping records confidential

Possible Teaching Resources

Head Start Director

Outline of Instruction: (based on "Observing and Recording the Behavior of Young Children" by Dorothy Cohen and Virginia Stern)

I. Recording a child's behavior during routines

II. Recording a child's use of manipulative materials

III. Recording children's behavior with one another

IV. Recording a child's relationships with adults

V. Recording a child's behavior in teacher-directed activities

VI. Summarizing and interpreting observations

One of the ways of scheduling course on OBSERVING AND RECORDING BEHAVIOR AND DEVELOPMENT OF HEAD START CHILDREN

6 - 2½ hour class sessions

	Contact Hours	Practicum
Recording a child's behavior during routines	2½	16
Recording a child's use of manipulative materials	2½	16
Recording children's behavior with one another	2½	16
Recording child's relationship with adults	2½	16
Recording a child's behavior in teacher-directed activities	2½	16
Summarizing and interpreting observations	2½	16
	15	96

Reference for Course # 405 - Observing and Recording Behavior and Development of Young Children

OBSERVING AND RECORDING THE BEHAVIOR OF YOUNG CHILDREN
Cohen, Dorothy, Stern, Virginia, 1965, Teachers College Press, Columbia University, New York, New York

THE NURSERY SCHOOL - A Human Relationships Laboratory
Read, Katherine H., W. B. Saunders Company, Philadelphia, Pennsylvania
Pages 176-184

THE YEARS BEFORE SCHOOL
Todd, Vivian, Heffernan, Helen, 1970, Macmillan Company, New York, New York
Chapter 18

KINDERGARTEN - A YEAR OF LEARNING
Rudolph, Marguerita, Cohen, Dorothy H., 1964, Appleton-Century-Croft, New York, New York. Pages 32-40; 351-352

"Training Teachers to Observe and Record the Behavior of Young Children"
Tuck, Betty, Far West Laboratory for Educational Research and Development
Berkeley, California

Education 406 - Developing Staff Potential (1 Course)

Outline of the Course

Objectives:

1. To become aware of one's own needs and strengths - both physically and emotionally - in order to increase one's abilities to best fulfill his job

2. To become aware of others in a given program or situations and realize the necessity of working together to achieve the goals of the Head Start Program.

3. To become aware of total program goals.

4. To be able to list one's own duties and objectives and have an understanding of other staff members responsibilities

5. To be able to develop individual objectives for a six months period in order to reach predetermined goals

6. To establish a process in individual programs where suggestions, requests, problems, etc., can be met and resolved in a constructive rather than destructive manner.

7. To be able to prepare objectives in order to reach pre-determined goals.

8. To list line and staff relationships in one's own program and how these relationships affect positions in carrying out prescribed jobs.

Outline of Instruction:

1. Exploring communication problems

   A. Why we have communication problems

   B. How to communicate

   C. How to get others to communicate

2. Looking at ourselves - personality

   A. Our early years - early development

   B. Our personality structure

   C. Ways we react to situations

   D. Ways to develop self-awareness and self-acceptance

3. Looking at others

   A. Responsibilities of each staff person and their relationship to others in total program

1. Knowledge of line and staff relationship

2. Exploring duties and responsibilities of total staff

B. Problems and possibilities of working as a team

1. Facing conflicts

2. Ways of resolving conflicts

4. Looking at Goals

A. Examining the goals of Head Start in light of one's own responsibilities

1. Education

2. Health Services

3. Social Service

4. Nutrition

5. Parents

B. Preparing goals and objectives for Head Start Program and for the individual

1. Defining and understanding objectives

2. Writing objectives

3. Evaluating results

5. Supervision

A. Staff

B. Volunteers

References for course # 406 - Developing Staff Potential

SELF-UNDERSTANDING - A First Step to Understanding Children
Menninger, William C., 1969, Science Research Associates, Inc., Chicago, Ill.

PREPARING INSTRUCTIONAL OBJECTIVES
Mager, Robert F., 1962, Fearon Publishers, Belmont, California

DEVELOPING ATTITUDES TOWARD LEARNING
Mager, Robert F., 1968, Fearon Publishers, Palo Alto, California

CHILDHOOD AND SOCIETY
Erikson, Erick, W. W. Norton and Company, New York, New York

Booklets

CAREER PLANNING AND PROGRESSION
RECRUITMENT AND SELECTION
TRAINING COURSES AND METHODS
Rainbow Series, Project Head Start, Office of Child Development, Department of Health, Education and Welfare, Washington, D. C.

Head Start Check List for Monitoring Performances

A LEARNING TEAM: TEACHER AND AUXILIARY
Klopf, Gordon, Bowman, Garda, Joy, Adena, 1969, Bureau of Educational Personnel Development, U. S. Office of Education, Washington, D. C.

IN SEARCH OF SELF
Jersild, Arthur T., Teachers College Press, Columbia University, New York

WHEN TEACHERS FACE THEMSELVES
Jersild, Arthur T., 1955, Teachers College Press, Columbia University, New York, New York

APPENDIX L

Description of Courses in Education Internship Program

204. Child Growth and Development. (4). A course concerned with growth and development of the child in the elementary and junior high school which combines both theory and actual contact with children. Prerequisite Psychology 201.

301. Teaching Language Arts in the Elementary School. (4). Methods in teaching the language arts, including listening, speaking, reading, and spelling with some emphasis on the use of audiovisual aids.

302. Social Studies in the Elementary School (4). Content in geography and American government appropriate to the elementary school with preparation in the unit method of teaching.

303. Mathematics and Science in the Elementary School. (4). Content in mathematics and the science appropriate to the elementary school with preparation in the laboratory method of teaching.

401. Psychological Foundations of Education (4). Content includes that material appropriate to educational phychology and adolescent growth and development.

406. Observation and Directed Teaching in the Elementary School (8). An extended period of continuous full-time student teaching experiences in the grade or grades to be taught in the elementary school. Prerequisite Education 202 and 204.

APPENDIX M

Qualifications of Faculty

Directly Connected With

the Education

Internship Program

A. Mrs. Lou B. Therrell - Director of the Program

1. Education
Florida State University - 1960 0 B. S. Elementary Education and Music

Appalachian State University - 1965 - M. A. Elementary Education

University of Georgia - 1969-1971 (Mrs. Therrell has completed work in supervision of student teaching, and reading in a Doctoral program.

2. Experience
Public school teacher - Gadsden County, Florida - 1960-63
Instructor - Mars Hill College - 1963-1967
Assistant Professor - Mars Hill College - 1967

B. Dr. Blanche Norman - Coordinator in Eden

1. Education
University of North Carolina at Greensboro 1926-1929
Catawba College - 1933 A. B. - History
University of North Carolina at Chapel Hill - 1943 - A. M. - Ed. Soc.
1962 - 6th yr. cert.
Ed. Adm. and Sup.
1965 - D. Ed.
Ed. Adm. and Sup

2. Experience
Public School Teacher - Eden City, North Carolina 1927-1947
Elementary Principal - Eden City, North Carolina 1947-1971
College Teaching (summers) UNC at Chapel Hill 1956,1957
Boston Univ. 1958, 1959
Western Carolina Univ. 1965, 1966, 1967
UNC at Greensboro 1970
(Dr. Norman has many honors, published articles, and has been offered numerous teaching positions)

C. Mr. F. Dale Wright - Coordinator in Buncombe County

1. Education
Brevard College 1955-1957 - A. A.
Western Carolina University - 1957-1959 B. S. Elementary Education
1960-1963 M. A. Elementary Education and Administration

2. Experience
Public school teacher - 1959-1971 Buncombe County Schools
Part-time faculty Mars Hill College 1969-1971
(Mr. Wright was a principal one year. He did an excellent job but he liked the classroom too well.)